



SOCIOEDUCATIONAL ANIMATORS' HANDBOOK



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"SOCIOEDUCATIONAL ANIMATORS ACADEMY – THE COMPETENCES OF THE FUTURE" (SEA) PROJECT,
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THIS HANDBOOK IS FOR YOU IF:

- YOU ARE PREPARING TO BECOME A YOUTH LEADER AND WANT TO GAIN A DEEPER UNDERSTANDING OF YOUR ROLE AND ITS IMPACT.
- BUILDING WARM AND TRUSTING RELATIONSHIPS WITH YOUNG PEOPLE MATTERS TO YOU.
- YOU WANT TO ACT WITH CONFIDENCE IN CHALLENGING SITUATIONS AND MANAGE COMMUNICATION EFFECTIVELY.
- YOU ASPIRE TO BE NOT JUST AN ORGANISER, BUT A TRUE MENTOR AND SOURCE OF INSPIRATION FOR YOUR TEAM.
- YOU BELIEVE THAT WORKING WITH YOUNG PEOPLE IS AN INVESTMENT IN THE FUTURE, AND YOU WANT TO MAKE THAT CONTRIBUTION CONSCIOUSLY AND PROFESSIONALLY.



CONTENTS

01 | MISSION, VALUES, AND THE SEA CODE | 4

BEING A YOUTH LEADER MEANS BEING A ROLE MODEL, A FRIEND, AND A SOURCE OF INSPIRATION, RECOGNISING THAT YOUR CONTRIBUTION TO THE PERSONAL DEVELOPMENT OF YOUNG PEOPLE CAN SHAPE THEIR FUTURE.

02 | FUNDAMENTALS OF EFFECTIVE COMMUNICATION | 12

EFFECTIVE COMMUNICATION IS THE KEY TO TRUST, UNDERSTANDING, AND TEAMWORK. THE ABILITY TO LISTEN, UNDERSTAND, AND EXPRESS YOUR THOUGHTS CLEARLY TURNS A YOUTH LEADER INTO A TRUE GUIDE FOR MEANING, EMOTIONS, AND INTERACTION.

03 | TEMPORARY YOUTH COMMUNITIES (TYC) | 30

A UNIQUE ENVIRONMENT WHERE FRIENDSHIPS, TEAM SPIRIT, AND A SENSE OF BELONGING DEVELOP IN A SHORT PERIOD. THE YOUTH LEADER'S TASK IS TO CHANNEL THIS DYNAMIC SO THAT EVERY YOUNG PERSON FEELS VALUED, ACCEPTED, AND ENGAGED IN THE COMMON CAUSE.

04 | FORMS AND METHODS OF CAMP WORK | 39

THE TOOLS THAT HELP A YOUTH LEADER TURN EACH DAY OF THE PROGRAMME INTO AN ENGAGING AND EDUCATIONAL ADVENTURE, UNLOCKING THE POTENTIAL OF EVERY YOUNG PERSON.

05 | THE LOGIC OF PROGRAMME DEVELOPMENT | 47

THE JOURNEY OF A TEMPORARY YOUTH COMMUNITY: FROM INTRODUCTIONS TO TEAM UNITY, PASSING THROUGH STAGES OF GROWTH, CHALLENGES, AND SHARED SUCCESS.

06 | GAMIFICATION | 61

WAYS TO MAKE THE EDUCATIONAL AND DEVELOPMENTAL PROCESS IN A CAMP EXCITING, ENGAGING, AND MEANINGFUL—STIMULATING MOTIVATION, ENCOURAGING INITIATIVE, AND CREATING A SPACE WHERE LEARNING BECOMES AN ADVENTURE AND EACH YOUNG PERSON IS THE HERO OF THEIR OWN STORY.

07 | CONFLICT MANAGEMENT | 92

A BODY OF KNOWLEDGE AND TOOLS THAT HELP UNDERSTAND THE NATURE OF CONFLICTS, MANAGE THEM, AND TURN TENSE SITUATIONS INTO OPPORTUNITIES FOR GROWTH AND IMPROVED RELATIONSHIPS WITHIN THE YOUTH GROUP.

C H A P T E R

01

MISSION, VALUES
AND THE SEA CODE

EVERY YOUTH LEADER PRESENTS NOT JUST WITH A LIST OF DUTIES, BUT WITH SOMETHING GREATER.

THEY ARE FILLED WITH THE DESIRE TO BE HELPFUL, TO BE HEARD, TO BE PRESENT. THIS CHAPTER IS ABOUT WHY YOU ARE HERE. IT IS ABOUT HOW TO PRESERVE YOURSELF IN THE ROLE OF MENTOR, FRIEND, AND LEADER, WHILE REMAINING ENERGETIC, HONEST, AND RESPECTFUL.

A MISSION AND A CODE ARE NOT DRY RULES—THEY ARE YOUR INNER COMPASS, HELPING YOU BECOME THE KIND OF YOUTH WORKER YOUNG PEOPLE WILL REMEMBER WITH GRATITUDE.

THE MISSION OF A YOUTH WORKER

THE MISSION OF A YOUTH WORKER IS TO CREATE A SAFE, RESPECTFUL, DEVELOPMENTAL, AND INSPIRING ENVIRONMENT FOR PARTICIPANTS—ONE IN WHICH EVERY YOUNG PERSON FEELS VALUED. THIS MISSION INCLUDES:

PHYSICAL AND PSYCHOLOGICAL SAFETY

- OBSERVING SCHEDULES AND RULES.
- PREVENTING DISCRIMINATION, MOCKERY, THREATS, OR BULLYING.
- MAINTAINING EMOTIONAL STABILITY AND RESPECTFUL CONDUCT ON THE YOUTH WORKER'S PART.

PERSONAL DEVELOPMENT

- ENCOURAGING PARTICIPATION, INITIATIVE, AND CREATIVITY.
- SUPPORTING INDEPENDENCE AND RESPONSIBILITY.
- USING GAMES AND TRAINING FORMATS TO DEVELOP SKILLS.

INTEREST AND ENGAGEMENT

- APPLYING MODERN APPROACHES (GAMIFICATION, VISUAL PRACTICES, STORYTELLING).
- CONSIDERING PARTICIPANTS' INTERESTS WHEN PLANNING ACTIVITIES.

ATMOSPHERE OF COOPERATION AND BELONGING

- CREATING CONDITIONS FOR BUILDING A TEMPORARY YOUTH COMMUNITY.
- WORKING WITH GROUP PROCESSES: ACCEPTANCE, ADAPTATION, INTEGRATION, AND GROWTH.
- ESTABLISHING POSITIVE TRADITIONS AND SYMBOLS FOR THE PROGRAMME.

 *Reflection. Which part of this mission speaks to you the most? Why?*

THE YOUTH WORKER'S VALUES

BEING A YOUTH WORKER IS NOT ONLY ABOUT MANAGING THE DAY OR LEADING A GAME—IT IS ABOUT WHO YOU ARE ALONGSIDE OTHERS.

VALUES SHAPE YOUR STYLE OF COMMUNICATION, YOUR DECISION-MAKING, AND THE WAY YOU BUILD TRUST. THEY ARE NOT JUST SLOGANS ON A POSTER; THEY SHOW IN THE SMALL THINGS—THE TONE OF YOUR VOICE, YOUR RESPONSE TO CONFLICT, THE WAY YOU LOOK AT YOUNG PEOPLE WHO ARE DIFFERENT FROM THE REST.

AT THE SEA ACADEMY, WE BELIEVE THAT A STRONG YOUTH WORKER IS NOT THE ONE WHO KNOWS EVERYTHING, BUT THE ONE WHO ACTS FROM RESPECT, RESPONSIBILITY, AND A DRIVE FOR GROWTH.

THESE KEY PEDAGOGICAL AND HUMANISTIC VALUES, SET OUT IN OUR CODE, ARE THE FOUNDATION OF THE SEA ACADEMY'S EDUCATIONAL MODEL:

- **RESPECT** — FOR THE INDIVIDUALITY, OPINIONS, AND BOUNDARIES OF EACH PARTICIPANT AND COLLEAGUE.
- **RESPONSIBILITY** — FOR BEHAVIOUR, SAFETY, ATMOSPHERE, AND ONE'S OWN ACTIONS.
- **PROFESSIONALISM** — UPHOLDING ROLE BOUNDARIES, RULES, ETHICS, AND STANDARDS.
- **COLLABORATION** — WORKING AS PART OF A TEAM, FINDING AGREEMENTS, SUPPORTING COLLEAGUES.
- **SELF-DEVELOPMENT** — A COMMITMENT TO LEARNING, GROWTH, AND UPDATING ONE'S SKILLS.
- **OPENNESS** — TO FEEDBACK, CULTURAL DIVERSITY, AND THE EXPERIENCES OF OTHERS.



ACADEMY FOR
SOCIOEDUCATIONAL ANIMATORS



THE YOUTH WORKER'S SEA CODE

WHEN BECOMING A YOUTH WORKER, YOU TAKE ON MORE THAN JUST FUNCTIONAL DUTIES—YOU ACCEPT RESPONSIBILITY TOWARDS PEOPLE. THIS INVOLVES TRUST ON MULTIPLE LEVELS: THE SAFETY AND CARE ENTRUSTED TO YOU BY PARTICIPANTS AND THEIR FAMILIES; THE SUPPORT AND RESPECT YOUR TEAM EXPECTS; THE RELIABILITY AND MATURITY THE ORGANISERS RELY ON. ESPECIALLY IN YOUTH WORK, THIS TRUST GOES BEYOND PHYSICAL PROTECTION—IT INCLUDES PSYCHOLOGICAL, SOCIAL, AND ETHICAL SUPPORT.

IN THIS WEB OF EXPECTATIONS AND OBLIGATIONS, A YOUTH WORKER NEEDS AN INTERNAL COMPASS—SOMETHING TO HELP AVOID LOSING DIRECTION IN CHALLENGING SITUATIONS, TO WITHSTAND PRESSURE, AND TO MAINTAIN ORIENTATION WHEN FACING CONFLICTS OF INTEREST. THE YOUTH WORKER'S CODE BECOMES THAT COMPASS AND SOURCE OF GUIDANCE.

IT IS GROUNDED IN REAL PRACTICE AND YEARS OF EXPERIENCE WORKING WITH CHILDREN, ADOLESCENTS, AND YOUNG PEOPLE FROM DIVERSE CULTURAL AND SOCIAL BACKGROUNDS. THE CODE ADDRESSES KEY AREAS: RESPECTING THE RIGHTS AND INDIVIDUALITY OF EACH PARTICIPANT, ENSURING THEIR PHYSICAL AND EMOTIONAL WELLBEING, SUPPORTING PERSONAL GROWTH, DEVELOPING PROFESSIONAL COMPETENCES, UPHOLDING HIGH ETHICAL STANDARDS, AND CONTRIBUTING TO THE DELIVERY OF THE EDUCATIONAL PROGRAMME.

THIS IS MORE THAN JUST A CODE OF CONDUCT. IT IS A SYSTEMIC APPROACH THAT SUPPORTS YOUR PROFESSIONAL MATURITY AND BUILDS A CULTURE OF SAFE AND ETHICAL INTERACTION. IT IS YOUR REFERENCE POINT WHEN DECIDING HOW TO RESPOND IN A DIFFICULT SITUATION, HOW TO SET BOUNDARIES, AND HOW TO MAINTAIN RESPECT AND TRUST EVEN UNDER PRESSURE.

THE YOUTH WORKER'S SEA CODE IS ABOUT MATURITY, AWARENESS, AND THE HIGH STANDARDS WE SET AND UPHOLD TOGETHER—SO THAT EVERY CAMP PARTICIPANT, WHETHER A CHILD, TEENAGER, OR YOUNG LEADER, FEELS SAFE, HEARD, AND GIVEN SPACE TO GROW.

THE YOUTH WORKER'S SEA CODE

1. RESPECTS THE RIGHTS AND DIGNITY OF CAMP PARTICIPANTS

- ACCEPTS EACH PARTICIPANT AS THEY ARE. RESPECTS THEIR INDIVIDUALITY, INTERESTS, VALUES, AND CULTURE.
- ACTS IN LINE WITH THE UN CONVENTION ON THE RIGHTS OF THE CHILD, SAFEGUARDING CHILDREN'S DIGNITY AND REJECTING DISCRIMINATION OF ANY KIND.
- CREATES AN ATMOSPHERE OF TRUST. DOES NOT TOLERATE MANIPULATION, PHYSICAL PUNISHMENT, HUMILIATION, OR THREATS.

2. ENSURES PARTICIPANTS' PHYSICAL, SOCIAL, PSYCHOLOGICAL, AND EMOTIONAL WELLBEING

- MONITORS THE PHYSICAL AND EMOTIONAL WELLBEING OF PARTICIPANTS.
- GUARANTEES SAFETY, HYGIENE, AND THE YOUTH WORKER'S AVAILABILITY AT ALL TIMES.
- INFORMS PARTICIPANTS OF SAFETY RULES, PROVIDES BRIEFINGS, AND PREVENTS SITUATIONS THAT COULD LEAD TO INJURY.
- DOES NOT GIVE MEDICAL SUPPLIES DIRECTLY TO PARTICIPANTS.

3. PROMOTES THE PERSONAL GROWTH OF EACH PARTICIPANT

- CREATES OPPORTUNITIES FOR SUCCESS, ENSURING EVERY YOUNG PERSON CAN EXPRESS THEMSELVES AND FEEL CONFIDENT.
- TAKES INTO ACCOUNT INDIVIDUAL CHARACTERISTICS.
- KNOWS THE INTERESTS, STRENGTHS, AND NEEDS OF EACH PARTICIPANT, FOSTERING POSITIVE SELF-PERCEPTION.
- MAINTAINS OPEN DIALOGUE—LISTENING ATTENTIVELY, CONSIDERING PARTICIPANTS' OPINIONS, AND ENCOURAGING INDEPENDENCE.

4. CONTINUOUSLY DEVELOPS PROFESSIONALISM

- STRIVES FOR ONGOING IMPROVEMENT: LEARNING NEW METHODS, DRAWING ON COLLEAGUES' EXPERIENCE, AND TAKING PART IN TRAINING.
- WORKS ON THEIR OWN COMPETENCE, ACCEPTS GUIDANCE FROM MORE EXPERIENCED COLLEAGUES, AND VALUES CONSTRUCTIVE CRITICISM.
- SUPPORTS THE PROFESSIONAL GROWTH OF LESS EXPERIENCED COLLEAGUES, DEVELOPING MENTORING SKILLS.
- RECOGNISES THE LIMITS OF THEIR OWN COMPETENCE AND DOES NOT ACT BEYOND THEM WITHOUT SUPERVISION.

5. CONTRIBUTES TO PROGRAMME DELIVERY AND MAINTAINS PERSONAL ETHICS

- MAINTAINS HIGH STANDARDS OF BEHAVIOUR: DOES NOT SMOKE, CONSUME ALCOHOL OR DRUGS, OR USE INAPPROPRIATE OR OFFENSIVE LANGUAGE.
- AVOIDS DISPLAYING NEGATIVE EMOTIONS, MAINTAINING PROFESSIONALISM EVEN WHEN FACING PERSONAL TROUBLE.
- RESPECTS CONFIDENTIALITY REGARDING ORGANISATIONAL MATTERS.
- WORKS AS PART OF A TEAM, RESPECTING COLLEAGUES, FOLLOWING COMMUNICATION NORMS, OBSERVING DISCIPLINE, AND ADHERING TO THE DAILY SCHEDULE AND CAMP RULES.
- ENSURES THAT PARTICIPANTS FOLLOW THE PROGRAMME AND DAILY ROUTINE.
- MAINTAINS NEATNESS AND CLEANLINESS, WEARING MODEST AND APPROPRIATE CLOTHING FOR WORKING WITH YOUNG PEOPLE.
- DOES NOT DISPLAY PERSONAL RELATIONSHIPS WITH COLLEAGUES IN PUBLIC.
- REPORTS ALL INCIDENTS IN THE CAMP PROMPTLY TO THE ORGANISING COMMITTEE.



1. The youth worker respects the rights and dignity of participants

- ✓ How do you respond when you witness discrimination or teasing among young people? What steps can you take to stop inappropriate behaviour promptly?
- ✓ What tone do you usually use with young people, especially in stressful situations? What does that tone convey?
- ✓ What does “accepting a young person as they are” mean to you personally? What makes this difficult in practice?

2. The youth worker ensures participants’ wellbeing

- ✓ What would you consider your “minimum” in ensuring safety and hygiene? What would be your “maximum”?
- ✓ When you notice a young person is unwell (silent, withdrawn, crying), what ways do you have to support them?

3. The youth worker promotes personal growth

- ✓ What steps could you take to create a success experience for even the quietest or most withdrawn participant?
- ✓ Which of your own abilities help you spot a young person’s strengths quickly?

4. The youth worker develops professionalism

- ✓ How do you react to criticism from colleagues? What helps (or hinders) you in taking it constructively?
- ✓ What topics would you like to study further in the near future as a youth worker?
- ✓ What does “not stepping into someone else’s area of competence” mean to you? When are you ready to delegate?

5. The youth worker upholds ethics and supports programme delivery

- ✓ Which of your personal habits, words, or behaviours might not fit the role of a youth worker? How do you address them?
- ✓ What helps you stay professional even when you face personal problems? Do you have an “internal anchor”?
- ✓ How do you react when a colleague breaches ethics (clothing, schedule, behaviour)? How would you ideally like to respond?

C H A P T E R

02

FUNDAMENTALS OF
EFFECTIVE
COMMUNICATION

A YOUTH WORKER'S ROLE DOES NOT BEGIN WITH AN ACTIVITY PLAN—IT BEGINS WITH THE ABILITY TO BUILD RAPPORT.

YOU ARE NOT SIMPLY TALKING—YOU ARE CREATING AN ATMOSPHERE AND BUILDING RELATIONSHIPS. THE WAY YOU SPEAK, LISTEN, AND RESPOND DETERMINES TRUST, SAFETY, ENGAGEMENT, AND GROWTH WITHIN THE GROUP.

THIS CHAPTER IS ABOUT HOW TO MAKE YOUR COMMUNICATION ACCURATE, RESPECTFUL, AND VIBRANT.

WHAT IS COMMUNICATION?

COMMUNICATION IS NOT JUST ABOUT WORDS, BUT ALSO ABOUT HOW YOU SAY THEM, WHAT YOUR BODY CONVEYS WHILE YOU SPEAK, AND HOW WILLING YOU ARE TO TRULY HEAR THE OTHER PERSON. IT IS A SYSTEM THAT INCLUDES:

- **SOURCE (THE SENDER—YOU)**
- **MESSAGE (WHAT YOU CONVEY)**
- **CHANNEL (VOICE, TEXT, GESTURES)**
- **RECEIVER (CHILD, GROUP, PARENT)**
- **PURPOSE (WHY YOU ARE SAYING IT)**
- **FORM (HOW IT IS EXPRESSED—VERBALLY, IN WRITING, THROUGH HUMOUR OR AS AN INSTRUCTION)**
- **PERCEPTION (HOW THE MESSAGE IS INTERPRETED)**
- **FEEDBACK (WHAT YOU RECEIVE IN RETURN)**

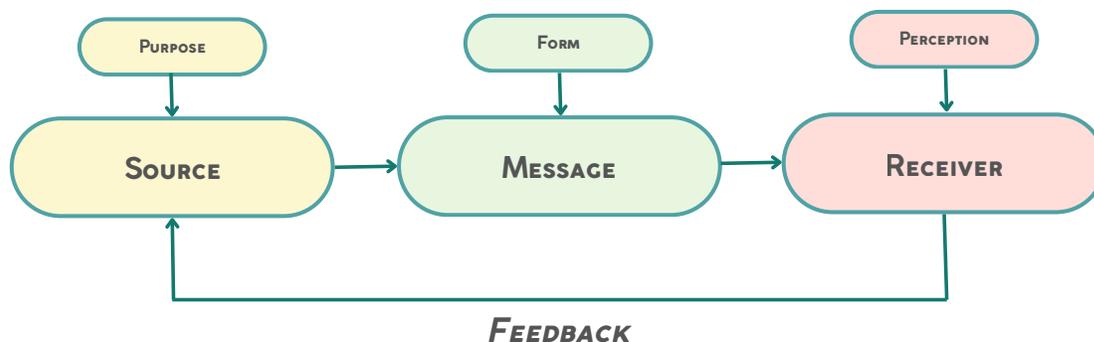
COMMUNICATION IS A DYNAMIC PROCESS, NOT A ONE-WAY STREAM OF WORDS. EVERYTHING YOU SAY (OR DO NOT) PASSES THROUGH THE FILTER OF ANOTHER PERSON'S PERCEPTION—BUT ONLY FEEDBACK WILL TELL YOU WHETHER IT WAS SUCCESSFUL.

YOU MIGHT SPEAK PERFECTLY WHILE CHOOSE THE RIGHT WORDS AND USING THE RIGHT FORM. STILL, IF THE RECEIVER UNDERSTANDS SOMETHING DIFFERENT FROM WHAT WAS INTENDED, THE MESSAGE IS NOT DELIVERED PROPERLY.

FEEDBACK IS NOT ABOUT THE MESSAGE BEING PLEASANT OR UNPLEASANT; IT IS ABOUT WHETHER THE MESSAGE WAS UNDERSTOOD AS THE SENDER INTENDED IT.

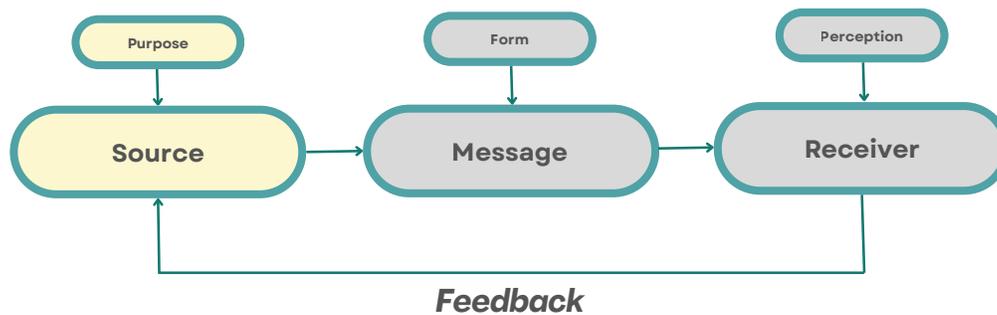
✦ **THE TRUE UNIT OF MEASUREMENT CONCERNING COMMUNICATION EFFECTIVENESS IS NOT WHAT YOU SAID, IT IS HOW YOU WERE UNDERSTOOD.**

COMMUNICATION PROCESS



COMMUNICATION PROCESS: PURPOSE

COMMUNICATION IS NOT JUST THE TRANSFER OF INFORMATION—IT IS ALSO A WAY TO CREATE ATMOSPHERE, TRUST, AND MEANING. IT SHAPES A SPACE WHERE YOUNG PEOPLE FEEL SAFE, READY TO PARTICIPATE, AND WILLING TO ENGAGE WITH OTHERS.



MAKING USE OF COMMUNICATION, A YOUTH WORKER:

- **ESTABLISHES CONTACT AND RAPPORT WITH PARTICIPANTS,**
- **PROVIDES CLEAR INSTRUCTIONS AND BOUNDARIES,**
- **DEMONSTRATES ACCEPTANCE, RESPECT, AND SUPPORT,**
- **HELPS THE GROUP PROGRESS TOWARDS COOPERATION AND GROWTH.**

COMMUNICATION IS NOT ABOUT WHAT HAS BEEN SAID, INSTEAD ABOUT HOW THE INTERLOCUTOR FELT AFTER THE PROCESS.

THE YOUTH WORKER'S GOAL IS NOT SIMPLY TO BE HEARD, BUT TO CREATE AN ENVIRONMENT IN WHICH THE OTHER PERSON FEELS SEEN, ACCEPTED, AND INCLUDED.

THIS MEANS THAT THE CONTENT OF YOUR WORDS IS NOT THE ONLY THING THAT MATTERS—YOUR TONE, POSTURE, REACTIONS, AND EVEN SILENCE CARRY A MESSAGE AS WELL. THROUGH COMMUNICATION, YOUNG PEOPLE SENSE WHETHER THEY CAN TRUST YOU, WHETHER IT IS WORTH LISTENING, AND WHETHER IT IS SAFE TO BE THEMSELVES.

📌 EXAMPLE TO REFLECT ON:

THE SAME PHRASE — LET'S SAY, "MEETING BY THE POOL IN FIVE MINUTES"— CAN BE SAID CHEERFULLY, CALMLY, IRRITABLY, OR MECHANICALLY. EACH TIME, THE CHILDREN WILL RECEIVE A DIFFERENT MESSAGE.

COMMUNICATION PROCESS: PURPOSE

EVERY MESSAGE IS CREATED FOR A REASON. IT HAS A PURPOSE: TO TRIGGER A REACTION, CHANGE BEHAVIOUR, CONVEY MEANING, PROMPT A SPECIFIC ACTION, OR SUPPORT SOMEONE'S EMOTIONAL STATE.

IF A MESSAGE HAS NO CLEAR PURPOSE, IT MAY GO UNHEARD, MISUNDERSTOOD, OR IGNORED.

WITHOUT PURPOSE, THERE IS NO FOCUS AND FOR THAT REASON THE COMMUNICATION EFFECTIVENESS DROPS SHARPLY.

COMMON PURPOSES OF A YOUTH WORKER'S COMMUNICATION:

- TO CONVEY INFORMATION (INSTRUCTIONS, SCHEDULES, RULES).
- TO CREATE AN EMOTIONAL CLIMATE (TO SUPPORT, ENCOURAGE, OR EASE ANXIETY).
- TO INSPIRE ENGAGEMENT (TO INVITE INTO AN ACTIVITY, OFFER MOTIVATION).
- TO SHAPE BEHAVIOUR (TO SET BOUNDARIES, REACH AGREEMENTS).
- TO ENSURE SAFETY AND STRUCTURE (TO PREVENT RISKS, CLARIFY LIMITS).

COMMUNICATION IN A CAMP SETTING ALWAYS INVOLVES AN ELEMENT OF INFLUENCE. WHEN YOU BUILD TRUST, DIRECT ATTENTION, OR STRENGTHEN MOTIVATION—YOU ARE SHAPING PERCEPTION AND, OFTEN, BEHAVIOUR.

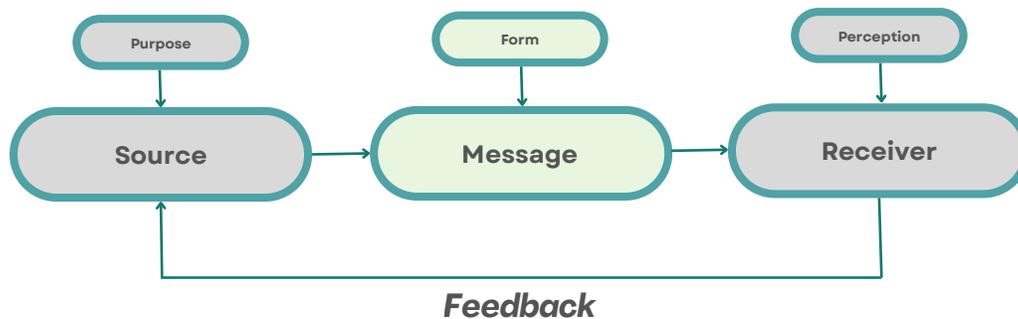
THIS IS PRECISELY **THE BASIS OF MANIPULATION—ANY DELIBERATE INFLUENCE THAT LEADS TO A CHANGE IN ANOTHER PERSON'S BEHAVIOUR.**

! HOWEVER THERE IS A FUNDAMENTAL DIFFERENCE BETWEEN ETHICAL INFLUENCE (WHERE YOU CONSCIOUSLY USE IT TO BENEFIT THE GROUP, ENSURE SAFETY, AND SUPPORT THE YOUNG PERSON'S DEVELOPMENT) AND HIDDEN CONTROL OR SUPPRESSION, WHERE THE YOUNG PERSON LOSES CHOICE AND FEELS PRESSURED.

📌 THE YOUTH WORKER'S TASK IS NOT TO AVOID INFLUENCE, BUT TO USE IT CONSCIOUSLY FOR THE BENEFIT OF PARTICIPANTS—REMAINING WITHIN THE BOUNDARIES OF RESPECT, SAFETY, AND TRANSPARENCY.

COMMUNICATION PROCESS: FORM

IN COMMUNICATION, IT IS NOT ONLY THE WORDS THAT MATTER, BUT ALSO HOW THEY ARE SPOKEN AND WHAT YOUR BODY IS EXPRESSING AT THE SAME TIME. EVEN IF THE MESSAGE IS LOGICAL, IT MAY GO UNHEARD IF ITS DELIVERY UNDERMINES TRUST OR CAUSES DISCOMFORT.



WHEN WE SPEAK, OUR MESSAGE IS RECEIVED NOT ONLY THROUGH WORDS. IN FACT, THE OPPOSITE IS OFTEN TRUE—OUR GESTURES, TONE, AND FACIAL EXPRESSIONS CAN HAVE A STRONGER INFLUENCE ON PERCEPTION THAN THE ACTUAL CONTENT OF THE SENTENCE. THIS IS ESPECIALLY IMPORTANT FOR A YOUTH WORKER, WHOSE ROLE IS BUILT ON LIVE INTERACTION WITH PEOPLE OF DIFFERENT AGES AND CULTURAL BACKGROUNDS.

VERBAL COMMUNICATION — WHAT WE SAY: THE WORDS WE USE, THEIR MEANING, STRUCTURE, AND PHRASING.

VERBAL CONTENT ACCOUNTS FOR ROUGHLY 7% OF THE PERCEIVED MESSAGE, WHICH MEANS THAT IF WORDS ARE NOT SUPPORTED BY TONE OR BEHAVIOUR, THEY LOSE THEIR IMPACT.

EXAMPLE: IF YOU SAY “WELL DONE!” IN A DETACHED, COLD MANNER, WITHOUT EYE CONTACT, THE PHRASE IS NOT PERCEIVED AS ENCOURAGEMENT.

PARAVERBAL COMMUNICATION — HOW WE SAY IT (≈ 38%). PARAVERBAL ELEMENTS INCLUDE INTONATION, VOLUME, PACE, RHYTHM, AND PAUSES. THESE CONVEY THE EMOTIONAL TONE OF THE MESSAGE. A NEUTRAL SENTENCE CAN SOUND FRIENDLY, THREATENING, CARING, OR DISMISSIVE DEPENDING ON HOW IT IS SPOKEN. THE SAME WORDS CAN BE INTERPRETED AS PRAISE OR SARCASM—IT ALL DEPENDS ON THE DELIVERY.

EXAMPLE: “SIT DOWN” CAN BE AN INVITATION, BUT IT CAN ALSO SOUND LIKE A REPRIMAND OR AN ORDER.

NON-VERBAL COMMUNICATION — HOW WE BEHAVE (≈ 55%). NON-VERBAL SIGNALS INCLUDE GESTURES, POSTURE, FACIAL EXPRESSIONS, EYE CONTACT, AND BODY POSITIONING. EVEN IN SILENCE, YOUR POSTURE, GAZE, OR FACIAL EXPRESSION STILL CONVEY INFORMATION. NON-VERBAL CUES CAN REINFORCE YOUR WORDS—OR COMPLETELY CONTRADICT THEM.

EXAMPLE: SAYING YOU’RE INTERESTED IN SOMEONE’S OPINION BUT GLANCING AT YOUR WATCH OR LOOKING AWAY YOU MIGHT SEND THE MESSAGE ABOUT NOT HAVING TIME FOR THE INTERLOCUTOR.

COMMUNICATION PROCESS: FORM

CONGRUENCE IN COMMUNICATION IS WHEN WORDS, TONE, AND BEHAVIOUR DO NOT CONTRADICT EACH OTHER, BUT RATHER WORK IN THE SAME DIRECTION. WHEN YOU SAY ONE THING BUT EXPRESS ANOTHER, THE INTERLOCUTOR SENSES IT ON AN INTUITIVE LEVEL. EVEN NOT KNOWING TERMS LIKE PARAVERBAL, THEY WILL STILL DEFINITELY FEEL THAT SOMETHING'S NOT RIGHT, THAT THEY'RE NOT FULLY TRUSTED OR THEY'RE NOT LISTENED TO.

WHY IS CONGRUENCE IMPORTANT?

- IT CREATES A SENSE OF SAFETY AND CLARITY.
- IT HELPS PREVENT MISUNDERSTANDINGS AND DISTORTION OF MEANING.
- IT BUILDS TRUST AND WILLINGNESS TO COOPERATE.
- IT MAKES THE YOUTH WORKER PREDICTABLE AND TRANSPARENT—MAKING IT EASIER FOR YOUNG PEOPLE TO ENGAGE.

INCONGRUENT COMMUNICATION

INCONGRUENT COMMUNICATION OCCURS WHEN YOU SAY ONE THING, WHILE YOUR BODY OR TONE STATES OTHERWISE:

- YOU SMILE, BUT YOUR EYES SHOW WORRY.
- YOU SAY "CALM DOWN, IT'S FINE," BUT YOUR VOICE IS TENSE.
- YOU INVITE TO PARTICIPATE STANDING WITH A CLOSED POSTURE AND FOLDED ARMS.

RESULT: THE MESSAGE IS NOT RECEIVED BECAUSE THE LISTENER DETECTS A CONFLICT BETWEEN DIFFERENT FORMS OF DELIVERY. YOUNG PEOPLE ARE ESPECIALLY SENSITIVE TO SUCH MISMATCHES.

CONGRUENCE = EFFECTIVENESS

COMMUNICATION IS CONSIDERED EFFECTIVE WHEN ITS PURPOSE IS ACHIEVED AND THE MESSAGE IS CORRECTLY UNDERSTOOD.

THIS IS ONLY POSSIBLE WHEN ALL LEVELS OF COMMUNICATION ARE ALIGNED:

- VERBAL (WHAT YOU SAY),
- PARAVERBAL (HOW YOU SAY IT),
- NON-VERBAL (WHAT YOUR POSTURE, FACE, AND MOVEMENT EXPRESS).

THE EFFECTIVENESS OF COMMUNICATION STARTS WITH SINCERITY: WHEN YOU ARE CONSISTENT AND AUTHENTIC—YOU ARE HEARD; WHEN YOU ARE CONTRADICTORY—YOU ARE NOTICED, BUT NOT UNDERSTOOD.

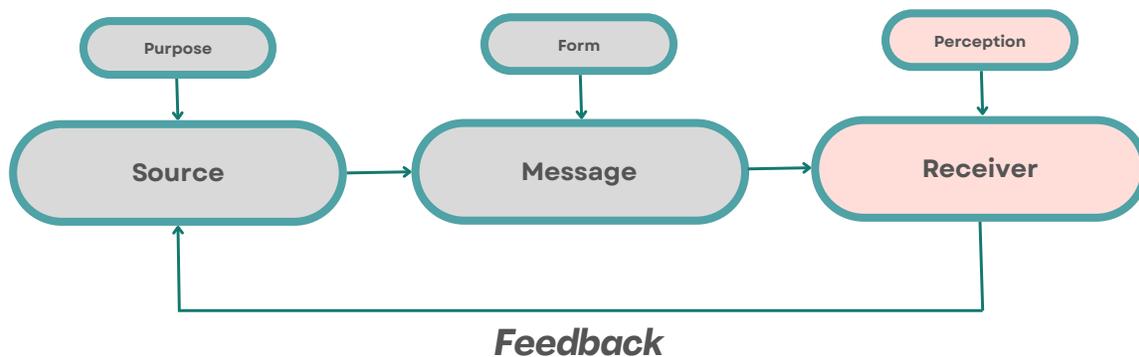
✦ FOR A YOUTH WORKER, THIS MEANS:

- **MONITORING YOUR INTERNAL STATE—YOUNG PEOPLE PICK UP ON EVEN THE SMALLEST DETAILS.**
- **REGULARLY ASKING YOURSELF: "DO MY WORDS MATCH MY TONE RIGHT NOW? WHAT ABOUT MY POSTURE AND MY MOOD?"**
- **REMEMBERING THAT TRUST ISN'T BUILT ON LOGIC, BUT RATHER ON THE SENSE OF CONSISTENCY.**

COMMUNICATION PROCESS: PERCEPTION

COMMUNICATION IS NOT ONLY ABOUT WHAT WE SAY, BUT ALSO ABOUT HOW WE ARE PERCEIVED BY THE OTHER PERSON. PERCEPTION IS ALWAYS SUBJECTIVE—THE SAME MESSAGE MAY BE UNDERSTOOD DIFFERENTLY BY DIFFERENT PEOPLE, DEPENDING ON THEIR DOMINANT SENSORY CHANNEL.

THIS IS WHY IT IS IMPORTANT FOR A YOUTH WORKER NOT ONLY TO EXPRESS THEIR IDEAS CLEARLY, BUT ALSO TO RECOGNISE WHICH CHANNEL A PARTICIPANT USES MOST EFFECTIVELY TO TAKE IN INFORMATION—AND TO ADAPT ACCORDINGLY.



HOW WE PERCEIVE THE WORLD: VISUAL, AUDITORY AND KINESTHETIC CHANNELS

EACH PERSON PERCEIVES INFORMATION FROM THE OUTSIDE WORLD IN THEIR OWN WAY. SOME “HEAR” MEANING, OTHERS “SEE” AN IMAGE, AND SOME “FEEL” A RESPONSE.

IN PSYCHOLOGY AND PEDAGOGY, THESE DIFFERENCES ARE KNOWN AS SENSORY CHANNELS OF PERCEPTION—**VAK (VISUAL, AUDITORY, KINESTHETIC)**.

UNDERSTANDING THESE DIFFERENCES HELPS THE YOUTH WORKER NOT ONLY TO DELIVER INFORMATION, BUT TO CHOOSE COMMUNICATION FORMS AND EXPLANATIONS THAT TRULY CONNECT WITH EACH PARTICIPANT.

A YOUTH WORKER WHO UNDERSTANDS VAK:

- SPEAKS IN A WAY THAT IS CLEAR AND RELATABLE TO DIFFERENT CHILDREN,
- ADAPTS TO THE LISTENER’S STYLE OF PERCEPTION,
- USES VARIED COMMUNICATION FORMATS—VISUAL, AUDITORY, KINESTHETIC,
- CREATES A RICH AND ACCESSIBLE LEARNING ENVIRONMENT FOR EVERYONE.

✦ THIS IS PARTICULARLY IMPORTANT IN A CAMP, WHERE THE GROUP IS DIVERSE, ATTENTION SPANS ARE SHORT, AND THE ENVIRONMENT IS LIVELY AND DYNAMIC

PERCEPTION CHANNELS

VISUAL CHANNEL

CHILDREN OR ADULTS WITH A VISUAL PREFERENCE PERCEIVE BEST THROUGH IMAGES:

- THEY VALUE COLOURS, DIAGRAMS, AND VISUAL ORGANISATION,
- THEY UNDERSTAND BETTER WITH VISUAL AIDS, DRAWINGS, AND STRUCTURE,
- THEY OFTEN USE PHRASES LIKE “I SEE,” “VISUALLY,” OR “IMAGINE THIS.”



✓ MOST EFFECTIVE WITH THEM:

- SIGNS AND CHECKLISTS,
- VISUAL PRESENTATIONS,
- VIVID METAPHORS AND DESCRIPTIONS.

EXAMPLE MESSAGES FOR VISUAL LEARNERS:

“OUR CAMP IS A HORIZON OF INSPIRATION, VIBRANT EXPERIENCES, AND THE BEAUTY OF UNFORGETTABLE MOMENTS.”

“IN OUR CAMP, EVERY VOICE IS A NOTE IN THE SYMPHONY OF FRIENDSHIP.”

AUDITORY CHANNEL

AUDITORY LEARNERS TAKE IN INFORMATION BEST THROUGH SOUND, WORDS, AND THE RHYTHM AND TONE OF SPEECH:

- THEY PAY ATTENTION TO TONE, PAUSES, AND INTONATION,
- THEY ENJOY DIALOGUES, LOGICAL EXPLANATIONS, AND STORIES,
- THEY OFTEN USE PHRASES LIKE “SOUNDS GOOD,” “THAT RESONATES WITH ME,” “I’VE HEARD THAT.”



✓ MOST EFFECTIVE WITH THEM:

- LIVE EXPLANATIONS,
- SPOKEN INSTRUCTIONS,
- ROLE PLAYS AND STORYTELLING.

EXAMPLE MESSAGES FOR AUDITORY LEARNERS:

“LISTEN, THIS IS IMPORTANT—I WANT TO MAKE SURE YOU UNDERSTAND ME CLEARLY.”

“I LIKE HOW YOU’VE EXPRESSED THAT—IT SOUNDS VERY CONVINCING!”

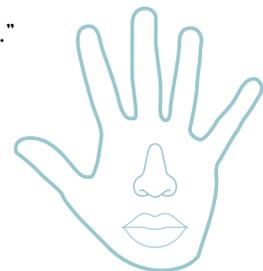
KINESTHETIC CHANNEL

KINESTHETIC LEARNERS ABSORB BEST THROUGH MOVEMENT, PHYSICAL SENSATIONS, TOUCH, AND ACTION:

- THEY NEED TO “LIVE THROUGH,” “TOUCH,” OR “FEEL” THE EXPERIENCE,
- THEY OFTEN USE PHRASES LIKE “I FEEL IT,” “I’M COMFORTABLE/UNCOMFORTABLE,” “THAT’S HEAVY/LIGHT.”

✓ MOST EFFECTIVE WITH THEM:

- PHYSICAL ACTIVITIES AND TEAM GAMES,
- PRACTICAL TASKS AND WORKSHOPS,
- WELCOME RITUALS AND “WARM” EMOTIONAL CONNECTIONS.



EXAMPLE MESSAGES FOR KINESTHETIC LEARNERS:

“DO YOU FEEL HOW OUR TEAM IS BECOMING WARMER AND MORE RELIABLE?”

“LET’S TRY THIS TOGETHER—IN PRACTICE IT WILL MAKE MORE SENSE.”

PERCEPTUAL CHANNELS

WHY DOES THIS MATTER?

IF YOU WANT YOUR MESSAGE TO BE HEARD AND UNDERSTOOD, IT'S IMPORTANT TO:

1. RECOGNISE WHICH CHANNEL YOUR LISTENER USES MOST,
2. ADAPT YOUR DELIVERY TO MATCH IT,
3. COMBINE DIFFERENT CHANNELS—VISUAL, AUDITORY, AND KINESTHETIC—WITHIN THE SAME MESSAGE OR ACTIVITY.

ADAPTATION AS A YOUTH WORKER'S SKILL

- ADAPTATION MEANS SPEAKING THE LISTENER'S LANGUAGE.
- WITHOUT LOSING YOUR OWN AUTHENTICITY, YOU CHOOSE A FORM THAT WILL BE COMFORTABLE AND CLEAR FOR OTHERS.

AN EFFECTIVE YOUTH WORKER DOES NOT JUST SPEAK—THEY TUNE IN TO THE PARTICIPANT'S "FREQUENCY" OF PERCEPTION. THIS IS NOT ABOUT MANIPULATION—IT IS ABOUT RESPECT. YOU ARE NOT "FORCING UNDERSTANDING", YOU ARE CREATING THE RIGHT CONDITIONS FOR UNDERSTANDING.



COMMUNICATION PROCESS: FEEDBACK

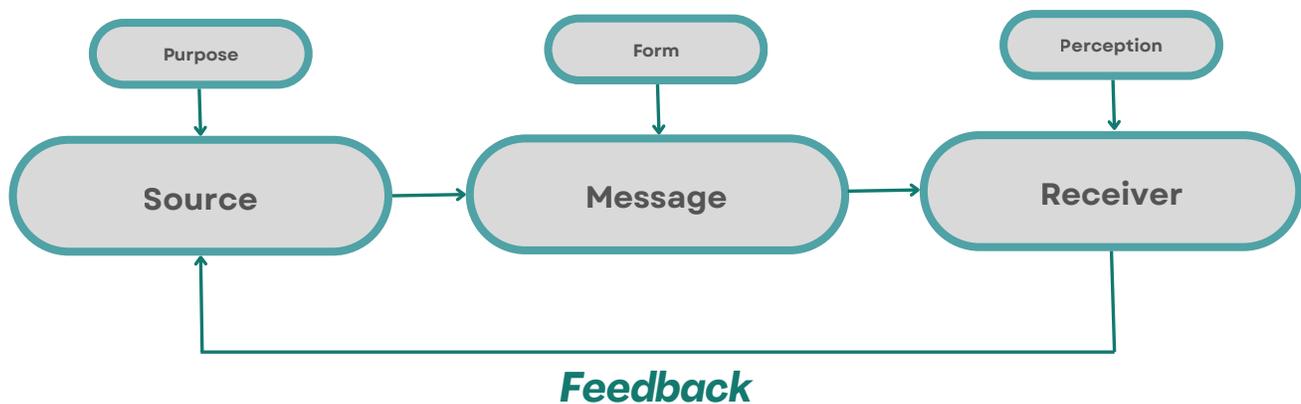
FEEDBACK IS THE OTHER PERSON'S REACTION TO YOUR MESSAGE. IT MAY BE EXPRESSED IN WORDS, FACIAL EXPRESSIONS, ACTIONS, SILENCE, OR A CHANGE IN MOOD OR ENGAGEMENT. SOMETIMES IT IS OBVIOUS ("OKAY, I UNDERSTAND!"), AND SOMETIMES IT IS SUBTLE (LOOKING AWAY, A SIGH, A PAUSE).

COMMUNICATION IS A TWO-WAY PROCESS. YOU ARE NOT SIMPLY TRANSMITTING INFORMATION—YOU ARE CHECKING: "WAS I UNDERSTOOD?" → "WAS I UNDERSTOOD AS I INTENDED?" → "HOW DID THEY RESPOND?"

WITHOUT FEEDBACK, A MESSAGE MAY BE INCOMPLETE, MISUNDERSTOOD, OR NOT RECEIVED AT ALL.

✦ THE ROLE OF FEEDBACK IN YOUTH WORK:

- CHECKING UNDERSTANDING: ENSURING CHILDREN HAVE UNDERSTOOD INSTRUCTIONS CORRECTLY,
- ADJUSTING COMMUNICATION: IF PARTICIPANTS SEEM TIRED—YOU NOTICE AND CHANGE YOUR TONE OR FORMAT,
- EMOTIONAL CONNECTION: A SMILE OR A BURST OF ENERGY IS A SIGN YOU'VE "HIT THE MARK,"
- BEHAVIOURAL CORRECTION: IF RESISTANCE FOLLOWS YOUR WORDS, SOMETHING IN THE DELIVERY NEEDS REVIEW.



TYPES AND PRINCIPLES OF FEEDBACK

FEEDBACK CAN TAKE MANY FORMS—DIFFERING IN EXPRESSION, STRUCTURE, AND THE CHANNEL USED. TO MAKE EFFECTIVE USE OF IT WHEN WORKING WITH CHILDREN, IT IS IMPORTANT TO DISTINGUISH THE MAIN TYPES. THE FOLLOWING DIAGRAM PRESENTS THE KEY FORMS OF FEEDBACK, CATEGORISED BY MODE OF EXPRESSION, LEVEL OF FORMALITY, AND DIRECTION.

1. NON-VERBAL FEEDBACK

- FACIAL EXPRESSIONS (SMILING, FROWNING, SURPRISE),
- GESTURES (ENERGETIC MOVEMENTS, CROSSED ARMS),
- BEHAVIOUR (ENTHUSIASM, PASSIVITY, WITHDRAWAL).

HOW TO GATHER IT:

- OBSERVE REACTIONS DURING ACTIVITIES,
- NOTICE CHANGES IN POSTURE, EXPRESSION, AND LEVEL OF ENGAGEMENT.

2. VERBAL FEEDBACK

- WORDS OF APPROVAL OR DOUBT,
- QUESTIONS,
- COMPLAINTS, REQUESTS, OR THANKS.

HOW TO GATHER IT:

- ASK OPEN QUESTIONS: "*How DID YOU FIND TODAY'S SESSION?*"
- USE GROUP DISCUSSIONS OR DAILY DEBRIEFS.

3. INDIVIDUAL FEEDBACK

- ONE-TO-ONE CONVERSATIONS WITH A CHILD,
- INFORMAL CHATS ABOUT THEIR IMPRESSIONS AND FEELINGS.

HOW TO GATHER IT:

- HOLD PRIVATE CONVERSATIONS, E.G. DURING A WALK,
- CREATE SAFE SPACES FOR A CHILD TO SPEAK FREELY.

4. GROUP FEEDBACK

- OVERALL GROUP DYNAMICS: MOOD, CONFLICTS, COOPERATION LEVELS,
- COLLECTIVE OPINIONS SHARED IN MEETINGS.

HOW TO GATHER IT:

- RUN "CIRCLES OF OPENNESS" WHERE PARTICIPANTS SHARE THOUGHTS,
- USE GAMES OR ACTIVITIES TO ASSESS THE GROUP'S MOOD.

5. INDIRECT FEEDBACK

- CHANGES IN BEHAVIOUR AFTER YOUR ACTIONS (E.G., GREATER PARTICIPATION IN ACTIVITIES),
- REACTIONS TO CHANGES IN PROGRAMME OR RULES.

HOW TO GATHER IT:

- COMPARE BEHAVIOUR BEFORE AND AFTER A SPECIFIC ACTION,
- NOTE CHANGES IN ENGAGEMENT AND ENTHUSIASM.

6. FORMALISED FEEDBACK

- STRUCTURED RESPONSES FROM PARTICIPANTS,
- USE OF SURVEYS, QUESTIONNAIRES, OR "EXPECTATION CARDS."

HOW TO GATHER IT:

- DISTRIBUTE FORMS WITH QUESTIONS: "WHAT DID YOU ENJOY? WHAT COULD BE IMPROVED?"
- USE ANONYMOUS ONLINE VOTING TOOLS (E.G., MENTIMETER).

PRINCIPLES OF CONSTRUCTIVE FEEDBACK

- DO NOT RUSH TO ADVISE. FIRST LISTEN AND UNDERSTAND. INSTEAD OF: "DO IT THIS WAY," ASK: "WHAT DO YOU THINK YOU COULD DO?"
- EMPATHY BEFORE RECOMMENDATION: "I UNDERSTAND THIS IS HARD FOR YOU. MAYBE TRY..."
- OFFER ALTERNATIVES: "YOU COULD TALK TO THEM, OR YOU COULD POSTPONE THE CONVERSATION."
- SUPPORT AUTONOMY: "WHICH OF THESE DO YOU FEEL WORKS BEST?"
- RESPECT THE CHOICE: EVEN IF THEY CHOOSE DIFFERENTLY, REMAIN SUPPORTIVE: "IT'S YOUR DECISION, AND I RESPECT IT."

FEEDBACK AS A PROCESS

1. POSITIVE ASPECTS

I LIKE THE FOLLOWING ABOUT YOU / THIS SITUATION...

YOU MANAGED TO RESOLVE THE FOLLOWING WELL...

THIS IDEA IS A GOOD ONE.



2.A. PERSONAL OBSERVATIONS AND IMPRESSIONS

I PERCEIVED IT LIKE THIS...

I GOT THE IMPRESSION THAT...

OR...

2.B. SUGGESTIONS

NEXT TIME YOU COULD...

IN FUTURE I WOULD LIKE...



3. POSITIVE CONCLUSION

I TRUST YOU.

I AM CONFIDENT THAT YOU / WE WILL HANDLE THIS

SUCCESSFULLY TOGETHER.



📌 THE YOUTH WORKER LED A GAME FOR THE GROUP. THE CHILDREN WERE THRILLED AND ACTIVELY PARTICIPATED, BUT DUE TO POOR ORGANISATION, IT RAN OVER TIME, CAUSING THE NEXT ACTIVITY TO START LATE.

- *You put a lot of effort into preparing this game, and the children were fully engaged.*
- *It might help to keep a closer eye on timing so that the schedule stays on track. Think about ways to organise it better.*
- *I'm confident that next time you'll manage it even more smoothly!"*

👉 GIVE FEEDBACK USING THE "HAMBURGER" MODEL:

A CHILD HAD AN EMOTIONAL MELTDOWN, AND THE YOUTH WORKER WITHDREW, TRYING TO HANDLE THE SITUATION ALONE WITHOUT INVOLVING THE SENIOR MENTOR, WHICH CAUSED THE INCIDENT TO DRAG ON.

STRATEGY FOR SUCCESSFUL COMMUNICATION

COMMUNICATION IS NOT ONLY ABOUT SHARING INFORMATION — IT'S ABOUT BUILDING CONNECTION, INFLUENCE, UNDERSTANDING, AND CREATING A SAFE SPACE FOR INTERACTION. AS THE LEADER OF A YOUTH GROUP, A YOUTH WORKER MUST MASTER SEVERAL KEY COMMUNICATION COMPETENCES THAT ENSURE EFFECTIVE DIALOGUE AND HELP CREATE A POSITIVE GROUP ATMOSPHERE. THIS CHAPTER FOCUSES ON FOUR ESSENTIAL ASPECTS OF PROFESSIONAL COMMUNICATION: BUILDING RAPPORT, ACTIVE LISTENING, EMPATHY, AND CONSTRUCTIVE FEEDBACK.

RAPPORT

RAPPORT IS A STATE OF TRUST, MUTUAL UNDERSTANDING, AND EMOTIONAL HARMONY BETWEEN PEOPLE, WHERE THEY FEEL "IN SYNC" WITH ONE ANOTHER. IT CREATES A COMFORTABLE ENVIRONMENT WHERE PARTICIPANTS ARE WILLING TO OPEN UP, INTERACT, AND COLLABORATE.

ACTIVE LISTENING

ACTIVE LISTENING IS A CONSCIOUS PROCESS OF RECEIVING AND UNDERSTANDING THE SPEAKER, WHERE YOU DEMONSTRATE INTEREST, ATTENTION, AND READINESS TO GRASP THEIR PERSPECTIVE. THIS SKILL INVOLVES NOT ONLY LISTENING ITSELF BUT ALSO USING CLARIFYING QUESTIONS, PARAPHRASING, AND EMPATHY TO SHOW YOU TRULY UNDERSTAND AND VALUE WHAT'S BEEN SAID.

EMPATHY

EMPATHY IS THE ABILITY TO UNDERSTAND AND FEEL ANOTHER PERSON'S EMOTIONAL STATE, TO PERCEIVE THEIR FEELINGS, EXPERIENCES, AND POINT OF VIEW — WHILE REMAINING GROUNDED AND SELF-AWARE. IT ALLOWS YOU TO BUILD DEEP CONNECTIONS WITH OTHERS BY EXPRESSING RESPECT AND SUPPORT.

EFFECTIVE FEEDBACK

EFFECTIVE FEEDBACK IS A CONSTRUCTIVE PROCESS OF GIVING AN EVALUATION OF SOMEONE'S ACTIONS OR BEHAVIOUR WITH THE GOAL OF IMPROVEMENT, SUSTAINING MOTIVATION, OR MAKING ADJUSTMENTS. IT SHOULD BE CLEAR, RESPECTFUL, GROWTH-ORIENTED, AND INCLUDE PRACTICAL SUGGESTIONS.



RAPPORT

RAPPORT IS A STATE OF TRUST, MUTUAL UNDERSTANDING, AND EMOTIONAL HARMONY BETWEEN PEOPLE, WHEN THEY FEEL "SYNCED UP". IT CREATES A COMFORTABLE ATMOSPHERE WHERE PARTICIPANTS ARE WILLING TO OPEN UP, INTERACT, AND COOPERATE.

FOR A YOUTH WORKER, RAPPORT IS THE FOUNDATION OF WORKING WITH A GROUP OF CHILDREN AND TEENAGERS, ESPECIALLY IN THE FIRST DAYS OF A CAMP OR PROGRAMME.

RAPPORT IS ACHIEVED THROUGH:

MIRRORING AND MATCHING:

- **POSTURE AND GESTURES:** NATURAL REFLECTION OF THE OTHER PERSON'S STANCE AND MOVEMENTS.
- **VOICE:** MATCHING TONE, SPEED, AND VOLUME TO THE SPEAKER.
- **BREATHING:** SUBTLY ALIGNING BREATHING RHYTHM HELPS DEEPEN CONNECTION.
- **CONTEXT AND APPEARANCE:** ALIGNING COMMUNICATION STYLE WITH THE GROUP'S, MAINTAINING A NON-INTRUSIVE LOOK.

LEADING:

ONCE RAPPORT IS ESTABLISHED, THE YOUTH WORKER CAN GENTLY GUIDE INDIVIDUALS OR THE GROUP TOWARDS THE DESIRED EMOTIONAL AND BEHAVIOURAL STATE. FOR EXAMPLE, IF A CHILD IS UPSET — FIRST ACKNOWLEDGE AND SHARE THEIR FEELINGS, THEN DELICATELY SUGGEST MOVING TOWARDS A MORE POSITIVE STATE.

ACTIVE LISTENING

ACTIVE LISTENING IS NOT SIMPLY REMAINING SILENT WHILE SOMEONE SPEAKS. IT IS A DELIBERATE PROCESS OF ENGAGEMENT, SHOWING ATTENTION, INTEREST, AND WILLINGNESS TO UNDERSTAND THE SPEAKER'S POINT OF VIEW.

THIS IS THE KEY TO TRUST, EMPATHY, AND ENGAGEMENT.

METHODS OF ACTIVE LISTENING:

- **NON-VERBAL SUPPORT:** EYE CONTACT, NODDING, OPEN BODY POSTURE.
- **CLARIFYING QUESTIONS:** "COULD YOU TELL ME MORE?", "DO YOU MEAN THAT...?"
- **PARAPHRASING:** "IF I UNDERSTAND CORRECTLY, YOU MEAN..."
- **KEY WORDS:** REPEATING IMPORTANT TERMS FROM THE SPEAKER'S MESSAGE.
- **SUPPORTIVE WORDS:** "THANK YOU FOR SHARING. THAT'S IMPORTANT."
- **SILENCE:** GIVING SPACE FOR THOUGHTS AND FEELINGS.
- **REFLECTING FEELINGS:** "YOU SEEM A BIT CONCERNED..."
- **SUMMARISING:** "SO YOU'D LIKE US TO..."

EMPATHY

EMPATHY IS THE ABILITY TO UNDERSTAND AND FEEL ANOTHER PERSON'S EMOTIONAL STATE WHILE MAINTAINING ONE'S OWN STABILITY. IN CAMP SETTINGS, EMPATHY IS ESPECIALLY IMPORTANT: CHILDREN ARRIVE WITH DIFFERENT EXPERIENCES, FEARS, AND HOPES.

PRINCIPLES OF EMPATHY FOR YOUTH WORKERS:

- **ACKNOWLEDGE FEELINGS:** EVEN IF THEY SEEM MINOR TO AN ADULT, THEY ARE REAL AND SIGNIFICANT TO THE CHILD.
- **AVOID JUDGEMENT:** DO NOT BELITTLE OR CRITICISE FEELINGS.
- **CREATE EMOTIONAL SAFETY:** ENSURE CHILDREN CAN EXPRESS EMOTIONS WITHOUT FEAR OF RIDICULE.

WAYS TO DEVELOP EMPATHY:

- **OBSERVE NON-VERBAL SIGNALS** (FACIAL EXPRESSIONS, GESTURES, VOICE TONE).
- **PUT YOURSELF IN OTHERS' SHOES.**
- **USE BOOKS, FILMS, AND STORIES TO EXPERIENCE DIFFERENT PERSPECTIVES.**
- **PRACTISE ACTIVE LISTENING AND SELF-REFLECTION.**

FORMS OF SUPPORT:

- **WORDS OF ENCOURAGEMENT:** REMINDING OF STRENGTHS.
- **PRESENCE AND ATTENTION:** SPENDING QUALITY TIME TOGETHER.
- **SHARED ACTIVITIES:** PARTICIPATING IN GAMES, PROJECTS, AND TEAMWORK.

 *Communication is not only a tool for interaction but also a space for growth. Every contact with a child is an opportunity to support, guide, and inspire.*

CREATING A SITUATION OF SUCCESS THROUGH COMMUNICATION

GOOD COMMUNICATION CREATES AN ENVIRONMENT WHERE CHILDREN FEEL HEARD, UNDERSTOOD, AND ACCEPTED.

THIS BUILDS TRUST AND FOSTERS SUCCESS.

- **SUPPORT SMALL STEPS AND ACKNOWLEDGE EFFORTS.**
- **ASSIGN ROLES THAT GIVE A SENSE OF IMPORTANCE.**
- **MOTIVATE WITH BOTH WORDS AND ACTIONS:** "WELL DONE, WE'RE IN THIS TOGETHER."

EFFECTIVE FEEDBACK

AS DISCUSSED EARLIER, FEEDBACK IS ESSENTIAL FOR DEVELOPMENT, SELF-AWARENESS, AND GROWTH, AND IS AN INSEPARABLE PART OF EFFECTIVE COMMUNICATION.

FOR A YOUTH WORKER, IT IS IMPORTANT TO NOTICE AND INTERPRET FEEDBACK FROM PARTICIPANTS, AND TO GIVE IT CONSTRUCTIVELY, RESPECTFULLY, AND ENCOURAGINGLY.

UPBRINGING OR MANIPULATION?

"IN YOUTH WORK, MANIPULATION MEANS DELIBERATELY SHAPING HOW A YOUNG PERSON SEES A SITUATION OR BEHAVES, WITH THE AIM OF HELPING THEM GROW AND DEVELOP IN A POSITIVE WAY."

MANIPULATION IS ETHICAL WHEN YOU:

- RESPECT THE YOUNG PERSON'S PERSONALITY AND CHOICES.
- AIM TO SUPPORT DEVELOPMENT, NOT TO PRESSURE OR FORCE THEM.
- USE APPROACHES THAT CAUSE NO EMOTIONAL OR PHYSICAL HARM.

EXAMPLE:

IF SOMEONE DOESN'T WANT TO JOIN AN ACTIVITY, THE YOUTH WORKER MIGHT SUGGEST A DIFFERENT WAY FOR THEM TO TAKE PART. THIS ISN'T FORCING THEM – IT'S MAKING SURE THEY STILL FEEL INCLUDED.

CONSTRUCTIVE MANIPULATION

THE ILLUSION OF CHOICE

THE ILLUSION OF CHOICE ALLOWS A CHILD TO FEEL THEY ARE MAKING THEIR OWN DECISION WHILE STILL STAYING WITHIN THE RANGE OF OPTIONS SET BY THE YOUTH LEADER.

EXAMPLE:

A CHILD DOESN'T WANT TO TIDY UP. INSTEAD OF GIVING A DIRECT ORDER:
"WOULD YOU LIKE TO START WITH THE TOYS OR THE CLOTHES?"

BOTH OPTIONS LEAD TO THE TASK BEING COMPLETED, BUT THE CHILD FEELS AUTONOMOUS.

WHY DOES THIS WORK?

CHILDREN VALUE FREEDOM, EVEN IF IT IS ONLY PERCEIVED. THIS APPROACH HELPS AVOID CONFLICT.

UTILISATION

UTILISATION FORMULAS REDIRECT A CHILD'S OBJECTIONS OR RESISTANCE. ACKNOWLEDGING THEIR EMOTION, GENTLY STEER THEIR FOCUS TOWARDS THE DESIRED ACTION.

EXAMPLE 1:

CHILD: "WHY DO WE HAVE TO DO THIS ANYWAY?"

YOUTH LEADER: "THAT'S A GOOD QUESTION. LET'S WORK IT OUT TOGETHER AND SEE HOW IT COULD BE USEFUL FOR YOU."

EXAMPLE 2:

YOU MIGHT THINK IT WILL BE HARD TO MAKE NEW FRIENDS, BUT IN FACT YOU CAN RELAX – AT CAMP YOU'LL EASILY MEET PEOPLE WHO SHARE YOUR INTERESTS! ARE YOU READY?

WHY DOES THIS WORK?

AGREEING WITH THE CHILD REDUCES INTERNAL RESISTANCE, AND REDIRECTION HELPS GUIDE THEM TOWARDS THE INTENDED ACTION IN A GENTLE WAY.

UPBRINGING OR MANIPULATION?

POSITIVE COMPARISON

POSITIVE COMPARISON FOCUSES ATTENTION ON A CHILD'S PAST SUCCESSES, MOTIVATING THEM TO MOVE FORWARD.

EXAMPLE:

CHILD: "I CAN'T DO THIS."

YOUTH LEADER: "BUT YOU MANAGED A SIMILAR CHALLENGE YESTERDAY! LET'S RECALL HOW YOU DID IT THEN."

WHY DOES THIS WORK?

CHILDREN RESPOND BETTER TO MOTIVATION BASED ON THEIR OWN ACHIEVEMENTS RATHER THAN ON GENERAL DEMANDS.

REFRAMING WITH "BUT AT LEAST..."

REFRAMING CHANGES HOW A SITUATION IS PERCEIVED BY REWORDING IT. WE ACKNOWLEDGE THE DIFFICULTY OR EMOTION, BUT IMMEDIATELY HIGHLIGHT A POSITIVE ASPECT THAT OFFSETS THE FRUSTRATION.

EXAMPLE:

A CHILD COMPLAINS THAT A GAME WAS TOO HARD.

YOUTH LEADER: "YES, IT WAS CHALLENGING, BUT AT LEAST YOU TRIED SOMETHING NEW AND DISCOVERED WHAT YOU ARE CAPABLE OF."

WHY DOES THIS WORK?

THE "BUT AT LEAST" STRATEGY HELPS THE CHILD FOCUS ON OPPORTUNITIES AND ACHIEVEMENTS RATHER THAN PROBLEMS. IT IS ESPECIALLY EFFECTIVE IN DIFFICULT SITUATIONS WHERE MOTIVATION AND CONFIDENCE NEED BOOSTING.

REFRAME WITH "BUT AT LEAST":

- CHILD UPSET ABOUT LOSING A GAME: "I LOST... I COULDN'T DO ANYTHING RIGHT!"
- PARTICIPANT NERVOUS ABOUT SPEAKING TO THE GROUP: "I WAS SO SCARED TO SPEAK IN FRONT OF EVERYONE. I GOT CONFUSED AND NEARLY CRIED."

HARMFUL MANIPULATIONS

HARMFUL MANIPULATION IS DELIBERATE OR UNCONSCIOUS INFLUENCE OVER A PERSON THAT SERVES ONLY THE MANIPULATOR'S OWN INTERESTS, IGNORING OR INFRINGING THE INTERESTS AND NEEDS OF THE OTHER.

EFFECTS OF HARMFUL MANIPULATION:

- EMOTIONAL EXHAUSTION: CONSTANT PRESSURE CAUSES FATIGUE AND A SENSE OF HELPLESSNESS.
- LOWERED SELF-ESTEEM: THE VICTIM STARTS DOUBTING THEIR OWN ABILITIES AND DECISIONS.
- EROSION OF TRUST: THE RELATIONSHIP WITH THE MANIPULATOR BECOMES TOXIC.
- PSYCHOLOGICAL TRAUMA: LONG-TERM MANIPULATION CAN LEAD TO ANXIETY, STRESS, AND DEPRESSION.

SIGNS OF HARMFUL MANIPULATION:

1. IGNORING THE VICTIM'S INTERESTS: THE MANIPULATOR FOCUSES ONLY ON THEIR OWN AIMS, DISREGARDING THE OTHER PERSON'S FEELINGS AND NEEDS.
2. EMOTIONAL PRESSURE: USING GUILT, FEAR, PITY, SHAME, OR OTHER EMOTIONS TO GET THEIR WAY.
3. HIDDEN INTENTIONS: NOT EXPRESSING TRUE AIMS OPENLY, RELYING ON INDIRECT ACTIONS.
4. BOUNDARY VIOLATIONS: UNDERMINING THE VICTIM'S CONFIDENCE, SELF-RESPECT, OR PERSONAL BOUNDARIES.
5. REPETITION: MANIPULATION OFTEN BECOMES A CONSISTENT BEHAVIOUR PATTERN.



C H A P T E R

03

TEMPORARY YOUTH COMMUNITY (TYC)

A TEMPORARY YOUTH COMMUNITY IS A PARTICULAR FORM OF YOUTH GROUP THAT DEVELOPS WITHIN THE SETTING OF A CAMP SESSION.

DESPITE ITS SHORT LIFE SPAN, A TYC CAN PROGRESS FROM A GATHERING OF STRANGERS TO A CLOSE-KNIT TEAM WITH ITS OWN TRADITIONS, NORMS, AND CULTURE.

FOR THIS TO HAPPEN, THE YOUTH LEADER MUST UNDERSTAND YOUNG PEOPLE'S DEVELOPMENTAL STAGES, THE PHASES A GROUP GOES THROUGH, AND POSSESS THE METHODS AND TECHNIQUES THAT BUILD TRUST, ENCOURAGE INITIATIVE, AND CREATE A SAFE, INSPIRING ENVIRONMENT.

WHAT IS A TEMPORARY YOUTH COMMUNITY?

A TYC IS MORE THAN JUST A GROUP ASSEMBLED FOR A SESSION. IT IS A LIVING COMMUNITY IN WHICH EVERY PARTICIPANT CAN OPEN UP, FIND SUPPORT, AND GAIN EXPERIENCES THAT MAY SHAPE THEIR FUTURE LIFE.

KEY FEATURES OF A TYC

COMMONALITY AND AUTONOMY

- FOR A WHILE, PARTICIPANTS ARE OUTSIDE THEIR USUAL ENVIRONMENTS – SCHOOL, FAMILY, HOME TOWN. THIS CREATES UNIQUE CONDITIONS FOR NEW CONNECTIONS, NORMS, AND VALUES TO EMERGE.

INTENSITY OF INTERACTION

- LIVING TOGETHER, FOLLOWING A PACKED SCHEDULE, AND EXPERIENCING A MULTITUDE OF EMOTIONS AND EVENTS ACCELERATE BONDING, ADAPTATION, AND THE DEVELOPMENT OF GROUP DYNAMICS.

SHORT DURATION

- A TYC EXISTS FOR ONLY A SHORT PERIOD – FROM A WEEK TO A MONTH. THIS REQUIRES PRECISE ORGANISATION BY THE YOUTH LEADER: EVERY DAY MATTERS, AND THERE IS NO MORE THAN JUST HOURS TO NURTURE THE GROUP'S DEVELOPMENT.



STAGES OF DEVELOPMENT IN A TEMPORARY YOUTH COMMUNITY

A TYC DOES NOT APPEAR “AT THE SNAP OF A FINGER.” ITS FORMATION IS A JOURNEY EVERY GROUP TRAVELS, GENERALLY FITTING INTO FOUR STAGES. EACH DEMANDS ATTENTION, SENSITIVITY, AND GUIDANCE FROM THE YOUTH LEADER:

UPLIFT (Days 1–2)

A TIME OF INTRODUCTIONS AND FIRST IMPRESSIONS. YOUNG PEOPLE ARE ENTHUSIASTIC, OPEN TO NEW EXPERIENCES, AND EAGER TO JOIN IN. EARLY IMPRESSIONS, NORMS, AND RITUALS ARE SET. THIS IS A PERIOD OF HIGH ENGAGEMENT AND A CHANCE TO SET THE TONE FOR THE ENTIRE SESSION.

DIP

AFTER THE INITIAL EXCITEMENT, CHALLENGES APPEAR: SOME GROW TIRED, OTHERS FEEL MISUNDERSTOOD. PERSONALITY CLASHES AND MISUNDERSTANDINGS ARISE. THIS IS A NATURAL GROWTH STAGE—DON’T PANIC.

PROGRESS

THE GROUP LEARNS TO FUNCTION TOGETHER. STABLE CONNECTIONS FORM, TRUST GROWS, INTERNAL LEADERS AND TRADITIONS EMERGE. THE “WE” IDENTITY BECOMES REAL, AND GENUINE TEAM DYNAMICS BEGIN.

CLOSURE (FINAL 1–2 DAYS)

THE SESSION NEARS ITS END. EMOTIONS HEIGHTEN: SADNESS, GRATITUDE, FAREWELLS. THIS IS A TIME FOR REFLECTION AND MEMORY-MAKING. THE YOUTH LEADER SHOULD GUIDE PARTICIPANTS THROUGH THIS STAGE MINDFULLY, LEAVING A WARM AFTERTASTE.

THE YOUTH LEADER’S TASK IS NOT MERELY TO OBSERVE BUT TO MANAGE THESE PHASES—SOFTENING THE DIPS, SUSTAINING THE HIGHS, AND GUIDING CLOSURE WITH RESPECT AND WARMTH.

STAGES OF TYC DEVELOPMENT

ORGANISATIONAL PERIOD
(FIRST 1–2 DAYS)

UPLIFT

HIGH ENTHUSIASM, POSITIVE EMOTIONS, ESTABLISHING FIRST IMPRESSIONS AND RULES.

MAIN PERIOD
(CORE DAYS OF THE SESSION)

DIP

TEMPORARY INTERPERSONAL DIFFICULTIES, DECREASE IN OVERALL MOOD.

PROGRESS

OVERCOMING CONFLICTS, BUILDING STABLE RELATIONSHIPS

FINAL PERIOD
(LAST 1–2 DAYS)

CLOSURE

END OF THE SESSION, EMOTIONAL CONCLUSIONS.



SELF-GOVERNANCE AND LEADERSHIP IN A TYC

SELF-GOVERNANCE IN A TEMPORARY YOUTH COMMUNITY IS NOT A SIMPLE DELEGATION OF TASKS TO PARTICIPANTS—IT IS A VITAL EDUCATIONAL TOOL THAT FOSTERS INITIATIVE, RESPONSIBILITY, AND A SENSE OF BELONGING. IT STARTS WHEN THE YOUTH LEADER SETS A GOAL OR DIRECTION FOR THE GROUP. THIS CREATES A SPACE FOR CHOICE: PARTICIPANTS CAN ACCEPT THE GOAL, REINTERPRET IT, AND MAKE IT THEIR OWN. AT THAT MOMENT, GENUINE MOTIVATION AND COLLECTIVE ACTION BEGIN.

HOWEVER, EFFECTIVE SELF-GOVERNANCE CANNOT RELY SOLELY ON FORMAL STRUCTURES. IN EVERY TYC, TWO PARALLEL LINES OF INFLUENCE EXIST:

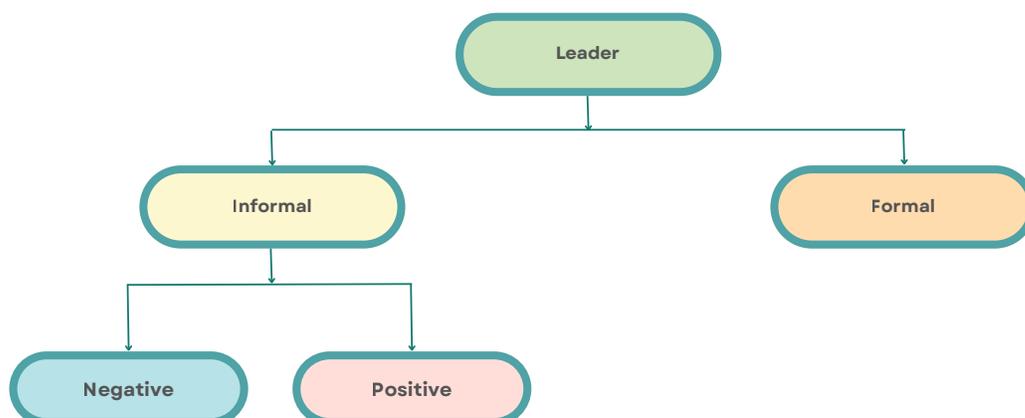
- OFFICIAL – THROUGH EDUCATORS AND YOUTH LEADERS.
- UNOFFICIAL – THROUGH PARTICIPANTS WITH HIGH STANDING IN THE GROUP.

WE CALL THESE INDIVIDUALS INFORMAL LEADERS. THEIR AUTHORITY CAN EQUAL OR EVEN SURPASS THAT OF ADULTS. THE ABILITY TO IDENTIFY THESE INDIVIDUALS AND WORK WITH THEM AS PARTNERS IS KEY TO HARMONIOUS GROUP LIFE.

REMEMBER: LEADERSHIP IS NOT A POSITION BUT RECOGNITION. A TRUE LEADER IS NOT APPOINTED—THEY EARN THE GROUP'S ACKNOWLEDGEMENT. THEY MAY BE OPENLY CHARISMATIC OR QUIETLY INFLUENTIAL, BUT THEY SHAPE THE GROUP'S DYNAMICS. EVERY SUCH PARTICIPANT CARRIES BOTH POTENTIAL AND POSSIBLE RISKS.

TYPOLGY OF INFORMAL ROLES:

- ☀️ STAR – THE EMOTIONAL CENTRE, DRAWS ATTENTION, SETS PACE AND MOOD.
- 🕒 ORGANISER – INCLINED TOWARDS STRUCTURING AND QUICKLY TAKES RESPONSIBILITY FOR TASK DISTRIBUTION.
- 💛 HEART OF THE GROUP – A TRUSTED EMOTIONAL HUB FOR SHARING FEELINGS AND PROBLEMS.
- 🧸 LISTENER – EMPATHETIC, OFFERS QUIET BUT VITAL SUPPORT.
- 🎭 PUPPET MASTER – A HIDDEN LEADER WITH INFLUENCE KEPT BEHIND THE SCENES; IMPORTANT TO RECOGNISE THEIR ROLE.
- 📖 EXPERT – RESPECTED FOR THEIR KNOWLEDGE AND COMPETENCE.
- 🧠 CREATIVE THINKER – GENERATES ORIGINAL IDEAS, INSPIRES ENTHUSIASM.
- 🐾 OUTSIDER – NOT INTEGRATED INTO THE GROUP; REQUIRES DELICATE INCLUSION AND TRUST-BUILDING TASKS.



SELF-GOVERNANCE AND LEADERSHIP IN A TYC

POTENTIAL RISKS

EACH OF THESE ROLES CAN BECOME EITHER A SOURCE OF STRENGTH OR A SOURCE OF DIFFICULTIES:

- “THE HEART OF THE GROUP” MAY SUFFER EMOTIONAL BURNOUT OR UNINTENTIONALLY MANIPULATE THE GROUP’S TRUST.
- “THE PUPPET MASTER” MIGHT CREATE COVERT OPPOSITION OR REINFORCE NEGATIVE NORMS.
- “THE OUTSIDER” RISKS ISOLATION, LEADING TO LOW SELF-ESTEEM AND LOSS OF MOTIVATION.

THE YOUTH LEADER’S RESPONSIBILITIES

- RECOGNISE AND RESPECT INTERNAL AUTHORITIES, COLLABORATING RATHER THAN COMPETING WITH THEM.
- MAINTAIN A BALANCE OF INFLUENCE, PREVENTING DOMINANCE BY A FEW PARTICIPANTS.
- CREATE SPACES WHERE EVERYONE CAN BE HEARD AND EXPRESS THEMSELVES.
- INTEGRATE OUTSIDERS USING GAMES, RANDOM PAIRINGS, AND GROUP ROTATION.
- FOSTER A CULTURE OF RESPECT, OPEN DIALOGUE, AND MUTUAL SUPPORT.

SELF-GOVERNANCE IS NOT ABOUT HANDING OVER CONTROL—IT IS ABOUT CONSCIOUS PARTICIPATION. WHEN YOUNG PEOPLE FEEL THEY CAN INFLUENCE PROCESSES, THEY CEASE TO BE MERE CAMP ATTENDEES AND BECOME TRUE CO-AUTHORS OF THEIR SESSION EXPERIENCE.



METHODS AND TECHNIQUES FOR BUILDING A YOUTH COMMUNITY

THE FORMATION OF A TEMPORARY YOUTH COMMUNITY IS NOT A SPONTANEOUS OCCURRENCE, BUT A MANAGED PROCESS REQUIRING A SYSTEMATIC APPROACH, PEDAGOGICAL SENSITIVITY, AND KNOWLEDGE OF DEVELOPMENTAL PSYCHOLOGY. EACH STAGE OF BUILDING THE COMMUNITY SHOULD BE FILLED WITH MEANING, EMOTIONS, AND ACTIVITIES THAT HELP PARTICIPANTS FEEL PART OF A TEAM.

◆ GETTING ACQUAINTED

IN THE INITIAL STAGE, IT IS VITAL TO CREATE AN ATMOSPHERE OF OPENNESS AND SAFETY.

THE YOUTH LEADER'S TASK IS TO REDUCE TENSION AND HELP YOUNG PEOPLE FEEL NOTICED AND HEARD.

TOOLS:

- NAME-LEARNING GAMES,
- "CANDLE OF INTRODUCTIONS": PARTICIPANTS SHARE PERSONAL STORIES, SPEAK ABOUT WHAT THEY ARE PROUD OF, AND WHAT THEY ENJOY.

◆ STRUCTURING

THE NEXT STEP IS TO ESTABLISH THE TYC'S EXTERNAL AND INTERNAL STRUCTURE. THIS PROVIDES A FRAMEWORK AND A SENSE OF BELONGING.

TOOLS:

- CREATING A GROUP NAME, MOTTO, AND SYMBOLS,
- COMPOSING A TEAM SONG, SELECTING CAPTAINS AND OTHER KEY ROLES.

◆ CONSOLIDATING THE STRUCTURE

THE TYC'S INTERNAL CULTURE BEGINS TO FORM: RITUALS, SYMBOLS, AND SHARED VALUES APPEAR. THIS CREATES A STABLE GROUP IDENTITY.

TOOLS:

- RITUALS, GATHERING SIGNALS, TEAM NOTICEBOARDS,
- PASSWORDS, EMBLEMS, ROLE STRUCTURES,
- JOINT DECORATION OF THE GROUP'S SPACE.

◆ COHESION AND DEVELOPMENT

AT THIS STAGE, THE TYC IS ALREADY FUNCTIONING. THE PRIORITY IS TO MAINTAIN MOMENTUM AND STRENGTHEN UNITY THROUGH COLLECTIVE ACTIVITIES.

TOOLS:

- TEAM GAMES AND CHALLENGES,
- INVOLVEMENT IN JOINT INITIATIVES: EVENTS, PROJECTS, INTERACTION WITH OTHER GROUPS,
- REFLECTION SESSIONS AND SUPPORT FOR NEW INITIATIVES.

UNDERSTANDING AGE – THE KEY TO EFFECTIVENESS

A YOUTH LEADER'S WORK IS IMPOSSIBLE WITHOUT UNDERSTANDING THE PSYCHOLOGICAL TRAITS OF DIFFERENT AGE GROUPS. DEVELOPMENT IS UNEVEN, AND EACH STAGE OF LIFE HAS ITS OWN DOMINANT NEEDS, COMMUNICATION STYLES, AND MOTIVATORS.

WHAT WORKS WITH YOUNGER CHILDREN MAY ALIENATE TEENAGERS, AND VICE VERSA.

PSYCHOLOGICAL CHARACTERISTICS OF TEMPORARY YOUTH COMMUNITIES

YOUNGER SCHOOL AGE (8–11 YEARS)

PSYCHO-EMOTIONAL DEVELOPMENT

AT THIS AGE, LEARNING ACTIVITIES TAKE THE LEAD—THROUGH THEM, THE CHILD EXPLORES THE WORLD, NORMS, AND RULES.

PLAY IS STILL IMPORTANT, BUT IT BECOMES STRUCTURED: FREE FANTASY GIVES WAY TO RULES AND SCENARIOS—TREASURE HUNTS, TAG, BOARD GAMES.

THE SELF-IMAGE BEGINS TO FORM; THE ABILITY TO REFLECT DEVELOPS, AND SELF-ESTEEM STARTS TO EMERGE.

INTELLECTUAL DEVELOPMENT

CHILDREN MOVE FROM CONCRETE THINKING TOWARDS THEIR FIRST ABSTRACTIONS. THEY ENJOY LEARNING—ON ONE CONDITION: IT MUST BE INTERESTING. CURIOSITY IS THE MAIN DRIVER. WHERE THERE IS CHALLENGE, PLAY, AND EMOTION—THERE IS ENGAGEMENT.

SOCIAL DEVELOPMENT

THE AUTHORITY OF THE ADULT (TEACHER, YOUTH LEADER) IS VERY HIGH. AT THE SAME TIME, CHILDREN INCREASINGLY INTERACT WITH ONE ANOTHER, LEARNING TO NEGOTIATE, ACCEPT RULES, AND WORK IN A GROUP. THEY NEED TO FEEL THAT THEY ARE “PART OF THE TEAM.”

WHAT THEY EXPECT FROM THE YOUTH LEADER:

- CLARITY AND CONSISTENCY
- ATTENTION AND PRAISE
- PLAY-BASED INTERACTION

MAIN POINT: BE CLEAR, APPROACHABLE, AND EMOTIONALLY ENGAGED. THIS AGE GROUP VALUES RULES—PROVIDED THEY ARE FAIR—AND GAMES—PROVIDED THEY ARE CAPTIVATING.



EARLY ADOLESCENCE (12–14 YEARS)

🧠 *PSYCHO-EMOTIONAL DEVELOPMENT*

THE ADOLESCENT TRANSITION IS JUST BEGINNING. HORMONAL CHANGES IN THE BODY ARE ACCOMPANIED BY EMOTIONAL TURBULENCE. SENSITIVITY INCREASES, ALONG WITH THE NEED FOR RECOGNITION AND UNDERSTANDING.

PEER COMMUNICATION BECOMES CENTRAL: CLOSE FRIENDSHIPS FORM, FIRST ROMANTIC INTERESTS APPEAR, AND SHARED GROUP ACTIVITIES GAIN IMPORTANCE. THE YOUNG PERSON SEARCHES FOR IDENTITY, EXPERIMENTS WITH ROLES, AND ASSERTS INDEPENDENCE.

🌱 *INTELLECTUAL DEVELOPMENT*

CRITICAL THINKING BECOMES A POWERFUL TOOL: TEENAGERS QUESTION EVERYTHING, DEMAND EXPLANATIONS, AND RAISE PHILOSOPHICAL AND MORAL ISSUES.

MEANING OUTWEIGHS FORM—IF THERE IS NO SENSE IN AN ACTIVITY, THERE IS NO MOTIVATION. A TEENAGER WILL NOT DO SOMETHING “JUST BECAUSE THEY HAVE TO”.

👥 *SOCIAL DEVELOPMENT*

IDENTITY IS SHAPED THROUGH BELONGING TO A GROUP. ADOLESCENTS WANT TO BE “PART OF THEIR TRIBE” AND FEAR EXCLUSION.

THE OPINION OF PEERS MATTERS MORE THAN THAT OF ADULTS. THE YOUTH LEADER’S AUTHORITY WILL BE TESTED—WHAT COUNTS ARE NOT WORDS, BUT PERSONAL EXAMPLE, AUTHENTICITY, AND RESPECT.

🎯 **WHAT THEY EXPECT FROM THE YOUTH LEADER:**

- GENUINE RESPECT AND TRUST
- THE ABILITY TO LISTEN ATTENTIVELY AND WITHOUT CRITICISM
- RELATIONSHIPS ON AN EQUAL FOOTING — MORE LIKE AN “OLDER FRIEND” THAN A SUPERVISOR

KEY POINT: NOT TO CONTROL, BUT TO STAND ALONGSIDE. NOT TO LECTURE ABOUT LIFE, BUT TO HELP THEM FIND THEIR OWN MEANING.



LATE ADOLESCENCE / YOUTH (15–18 YEARS)

PSYCHO-EMOTIONAL DEVELOPMENT

THE ADOLESCENT STAGE DRAWS TO A CLOSE, AND THE TRANSITION INTO ADULTHOOD BEGINS. EDUCATIONAL AND CAREER CHOICES TAKE CENTRE STAGE, ALONG WITH THE FORMATION OF LIFE VALUES, A GROWING SENSE OF RESPONSIBILITY, AND THE DRIVE FOR SELF-REALISATION.

INTELLECTUAL DEVELOPMENT

THERE IS A MARKED GROWTH IN THE ABILITY FOR DEEP REFLECTION, CONSCIOUS COMMUNICATION, AND THE ARTICULATION OF PERSONAL VIEWPOINTS.

YOUNG PEOPLE ARE READY FOR MEANINGFUL DIALOGUE, REASONED ARGUMENT, AND THE SEARCH FOR PURPOSE.

SOCIAL DEVELOPMENT

FRIENDSHIPS AND ROMANTIC RELATIONSHIPS TAKE ON GREATER IMPORTANCE. SINCERITY, TRUST, AND EMOTIONAL SUPPORT ARE VALUED ABOVE ALL.

FEELINGS OF LONELINESS AND THE NEED FOR RECOGNITION MAY INTENSIFY ALONGSIDE INNER SELF-EXPLORATION.

RELATIONSHIPS WITH PARENTS BECOME MORE EQUAL, BUT THE NEED FOR A SIGNIFICANT ADULT OUTSIDE THE FAMILY REMAINS STRONG.

WHAT THEY EXPECT FROM THE YOUTH LEADER:

- ACKNOWLEDGEMENT OF THEIR MATURITY
- RESPECT FOR THEIR PERSONAL VIEWS
- SUPPORT IN FINDING THEIR OWN PATH AND SENSE OF PURPOSE
- SENSITIVITY AND PROFESSIONAL COMPETENCE, WITHOUT MORALISING

FOR A YOUNG PERSON, THE YOUTH LEADER IS NO LONGER SIMPLY AN “OLDER COMPANION” BUT A RELIABLE GUIDE—ONE WHO RESPECTS THEIR FREEDOM AND HELPS THEM TO GROW.



C H A P T E R

04

THE SCRIPT OF MEANING: FORMS, METHODS, AND OUTCOMES

A CAMP IS A SPACE WHERE LEARNING AND DEVELOPMENT HAPPEN THROUGH PLAY, SHARED EXPERIENCES, AND COMMUNICATION.

FOR EACH DAY OF THE SESSION TO BE FILLED WITH MEANING AND INSPIRATION, THE YOUTH LEADER USES A VARIETY OF FORMS AND METHODS.

A SPECIAL ROLE IS PLAYED BY THEMATIC SESSIONS—PROGRAMMES BUILT AROUND A SINGLE CONCEPT, ALLOWING YOUNG PEOPLE TO IMMERSE THEMSELVES MORE DEEPLY IN EVENTS, OPEN UP, AND EXPLORE NEW ROLES.

IT IS THE WELL-BALANCED COMBINATION OF FORM, METHOD, AND THEME THAT MAKES CAMP LIFE BRIGHT, RICH, AND TRULY EDUCATIONAL.

FORMS AND METHODS OF CAMP WORK

A CAMP IS A UNIQUE SOCIAL-EDUCATIONAL ENVIRONMENT WHERE EVERY INTERACTION CAN CONTRIBUTE TO A CHILD'S PERSONAL GROWTH.

HERE, CONDITIONS ARE CREATED FOR INDIVIDUAL EXPRESSION, TEAM SPIRIT, AND MEMORABLE EXPERIENCES.

THE QUALITY OF A YOUNG PERSON'S CAMP EXPERIENCE DEPENDS DIRECTLY ON THE FORMS AND METHODS USED BY THE YOUTH LEADER OR EDUCATOR.

IT IS THESE TOOLS THAT TURN AN ORDINARY DAY INTO AN EVENT, AND PARTICIPATION INTO A MEANINGFUL AND INSPIRING JOURNEY.

WHAT IS A FORM AND WHAT IS A METHOD?

A FORM IS THE WAY INTERACTION BETWEEN THE YOUTH LEADER AND THE YOUNG PEOPLE IS ORGANISED.

IT IS THE FRAMEWORK INTO WHICH THE CONTENT IS "BUILT": THE FORMAT, DURATION, SCALE, AND STRUCTURE OF THE EVENT.

FORMS CAN BE:

- INDIVIDUAL (E.G., ONE-TO-ONE CONVERSATION)
- GROUP (E.G., WORKSHOP, GROUP PROJECT)
- COLLECTIVE (E.G., CONCERT, QUEST, FLASH MOB INVOLVING THE ENTIRE CAMP)

THEY DETERMINE THE TYPE OF INTERACTION—WHETHER IT WILL BE ACTIVE OR PASSIVE, CLOSE OR DISTANT, COMPETITIVE OR REFLECTIVE.

A METHOD IS THE SPECIFIC TOOL USED TO ACHIEVE THE GOAL WITHIN THE CHOSEN FORM.

THIS COULD BE A GAME, DISCUSSION, REFLECTION SESSION, COMPETITION, ETC.

METHODS ARE SELECTED CONSCIOUSLY, BASED ON:

- THE AGE AND CHARACTERISTICS OF THE PARTICIPANTS
- THE AIMS OF THE SESSION
- THE PROGRAMME'S CONTENT
- THE GROUP'S EMOTIONAL CLIMATE

MAIN METHODS:

- *PLAY-BASED:* ACTIVE AND ROLE-PLAY GAMES, QUESTS, STORYLINE ACTIVITIES — PARTICULARLY IMPORTANT FOR YOUNGER AND MIDDLE AGE GROUPS.
- *CREATIVE:* PROJECT WORK, PERFORMANCES, COMPETITIONS, DRAWING, THEATRE.
- *EDUCATIONAL:* LECTURES, WORKSHOPS, INFORMATIVE DISCUSSIONS.
- *COMMUNICATIVE:* DEBATES, DIALOGUES, PAIR AND GROUP WORK.
- *REFLECTIVE:* CAMPFIRE, FEEDBACK CIRCLES, EMOTIONAL SHARING, DISCUSSION OF RESULTS.

WELL-CHOSEN COMBINATIONS OF METHODS MAKE ANY FORM MORE MEANINGFUL AND IMPACTFUL.

FOR EXAMPLE, A CONCERT CAN BE PURELY ENTERTAINING, OR REFLECTIVE IF FOLLOWED BY A DISCUSSION OR AN AWARDS CEREMONY WITH ANALYSIS.

WHY THIS MATTERS

USING DIFFERENT FORMS AND METHODS IS NOT JUST ABOUT VARIETY—IT IS A PEDAGOGICAL NECESSITY.

CHILDREN ENGAGE IN DIFFERENT CONDITIONS: ONE MAY THRIVE IN A TEAM, ANOTHER IN INDIVIDUAL TASKS; ONE EXCELS IN A LOGIC-BASED COMPETITION, ANOTHER IN A CREATIVE GAME.

THE BROADER THE YOUTH LEADER'S TOOLKIT, THE MORE LIKELY IT IS THAT EVERY CHILD WILL BECOME INVOLVED.

TYPES OF FORMS AND THEIR FEATURES

- *WORKSHOP: DEVELOPS A SPECIFIC SKILL THROUGH PRACTICE; EFFECTIVE IN SMALL GROUPS, REQUIRES PREPARATION.*
- *QUEST: AN ADVENTURE FORMAT WITH PUZZLES, TEAMWORK, AND STORYLINE ELEMENTS.*
- *COMPETITION PROGRAMME: BUILDS A SPIRIT OF RIVALRY, STIMULATES ACTIVITY.*
- *CAMPFIRE GATHERING: INTIMATE EVENING FORMAT CREATING TRUST AND EMOTIONAL CONNECTION WITHIN THE GROUP.*
- *INTELLECTUAL TOURNAMENT: FOCUSES ON LOGICAL THINKING, KNOWLEDGE, AND TEAMWORK.*
- *TEAMBUILDING: SERIES OF TRUST AND CHALLENGE ACTIVITIES; REQUIRES SPECIAL PREPARATION AND GUIDANCE.*
- *PERFORMANCE / CONCERT: ENABLES SELF-EXPRESSION, SUCCESS, AND RECOGNITION.*
- *FLASH MOB / DANCE BATTLE / PERFORMANCE ART: HIGH-ENERGY, ENGAGING, CREATIVE FORMATS.*



EVENT PREPARATION ALGORITHM

EVERY EVENT IS A PROCESS THAT PASSES THROUGH SEVERAL ESSENTIAL STAGES:

DESIGN

AN IDEA EMERGES. THE GOAL IS DEFINED: WHAT DO WE WANT PARTICIPANTS TO UNDERSTAND, FEEL, AND EXPERIENCE? A SUITABLE FORM AND METHODS ARE THEN CHOSEN.

PREPARATION

THE SCRIPT IS CREATED, ROLES ARE ASSIGNED, MATERIALS ARE GATHERED, AND CONDITIONS ARE AGREED. AT THIS STAGE, IT IS CRUCIAL TO THINK THROUGH EVERY DETAIL—FROM TIMING TO CONTINGENCY PLANS.

DELIVERY

THE PLANNED ACTIVITY IS PUT INTO ACTION. THE YOUTH LEADER MANAGES ATTENTION, SETS THE PACE, AND ADAPTS THE SCRIPT ACCORDING TO THE CHILDREN'S REACTIONS. HERE, IMPROVISATION AND EMOTIONAL PRESENCE ARE VITAL.

ANALYSIS AND REFLECTION

THE EVENT IS DISCUSSED AND CONCLUSIONS ARE DRAWN. WITHOUT THIS STAGE, THE EDUCATIONAL EFFECT IS LOST. ONLY THROUGH REFLECTION CAN YOUNG PEOPLE TRANSFER THE EXPERIENCE THEY HAVE GAINED INTO THEIR FUTURE LIVES.



CLASSIFICATION OF EVENTS

◆ **By scope:**

- *INTRA-GROUP*: WARM ATMOSPHERE, ACTIVE INCLUSION OF ALL.
- *WHOLE-CAMP*: UNITES EVERYONE, SETS THE SESSION'S OVERALL TONE.

◆ **By preparation:**

- *PREPARED*: REHEARSED, WITH A SET PLAN.
- *SPONTANEOUS*: BREAK ROUTINE, CAPTURE THE "HERE AND NOW."

◆ **By content:**

- *CREATIVE*: CONCERTS, PLAYS, ART PROJECTS.
- *SPORTS*: RELAYS, MINI-OLYMPICS, TOURNAMENTS.
- *INTELLECTUAL*: QUIZZES, DEBATES, TOURNAMENTS.
- *EDUCATIONAL*: WORKSHOPS, TRAINING SESSIONS.
- *PSYCHOLOGICAL*: TRUST CIRCLES, EMPATHY EXERCISES.
- *PLAY-BASED*: QUESTS, ROTATIONS, BOARD GAMES.
- *REFLECTIVE*: CAMPFIRE, GROUP DISCUSSIONS, EXPERIENCE-SHARING.

WHEN FORMS AND METHODS ARE CHOSEN THOUGHTFULLY, CAMP BECOMES MORE THAN LEISURE—IT BECOMES A SPACE FOR PERSONAL GROWTH, INSPIRATION, AND TRUST. THEY ALLOW YOUNG PEOPLE TO OPEN UP, BELIEVE IN THEMSELVES, AND LEARN TO INTERACT—MAKING THEM TOOLS OF GENUINE EDUCATION.

THE YOUTH LEADER AS ARCHITECT OF EXPERIENCE

EVERY CAMP EVENT IS MORE THAN A TIMETABLE ENTRY—IT IS A PEDAGOGICAL TOOL THROUGH WHICH YOUNG PEOPLE LIVE, FEEL, DISCOVER, AND FORM ATTITUDES TOWARDS THEMSELVES AND OTHERS. FORM AND METHOD ARE JUST THE EXTERIOR; MEANING COMES FROM WHAT WE PUT INSIDE.

THE YOUTH LEADER, AS ARCHITECT OF EXPERIENCE, CREATES NOT ONLY THE STRUCTURE BUT ALSO THE ATMOSPHERE.

THEIR AIM IS NOT SIMPLY TO ENTERTAIN, BUT TO ENGAGE—NOT TO FILL TIME, BUT TO FILL IT WITH PURPOSE.

A WELL-DESIGNED EVENT CAN BE A TURNING POINT IN A CHILD'S SELF-ESTEEM, STRENGTHEN THE GROUP, OR SPARK A PERSONAL BREAKTHROUGH.

REMEMBER: FORM WITHOUT CONTENT IS AN EMPTY SHELL; METHOD WITHOUT A CLEAR AIM IS JUST MECHANICS.

ONLY THEIR CONSCIOUS COMBINATION TURNS CAMP INTO A PLACE OF GROWTH WHERE EVERYONE BELONGS.

FORM + METHOD + PEDAGOGICAL PURPOSE = TRANSFORMATIVE EXPERIENCE

THAT IS THE ART OF THE YOUTH LEADER.

THEMATIC SESSIONS: FLEXIBILITY OF APPROACH AND DEVELOPMENT OPPORTUNITIES

A THEMATIC SESSION IS NOT JUST A DECORATION FOR CAMP—IT IS A POWERFUL EDUCATIONAL TOOL THAT CREATES A RICH AND MEANINGFUL LEARNING ENVIRONMENT UNITED BY ONE IDEA.

IN SUCH A SESSION, EVERY ACTIVITY, ROLE, AND INTERACTION FITS INTO A SINGLE LOGIC AIMED AT ENGAGEMENT, DEVELOPMENT, AND INSPIRATION.

🔍WHAT IS A THEMATIC SESSION?

IT IS A PROGRAMME BUILT AROUND ONE THEME OR CONCEPT THAT RUNS THROUGH ALL EVENTS, TASKS, AND INTERACTIONS.

KEY CHARACTERISTICS:

- *UNITING IDEA:* THE ENTIRE SESSION REVOLVES AROUND ONE THEME (E.G., THEATRE, ECOLOGY, EXPLORATION).
- *PLAY MODEL:* INCLUDES A STORYLINE, CHARACTERS, AND SETTING TO ENHANCE MOTIVATION AND BRING THE PROGRAMME TO LIFE.
- *INTERACTIVITY:* PARTICIPANTS ARE NOT JUST SPECTATORS BUT ACTIVE CONTRIBUTORS TO THE GAME AND LEARNING PROCESS.
- *ENGAGEMENT:* PARTICIPANTS CO-CREATE EVENTS, TAKING OWNERSHIP AND RESPONSIBILITY.

EXAMPLE: "SPACE JOURNEY" – PARTICIPANTS BECOME THE CREW OF AN INTERGALACTIC SHIP, UNDERGO TRAINING, DISCOVER NEW PLANETS, AND LEARN TO FUNCTION AS A TEAM.



TYPES OF THEMATIC SESSIONS AND THEIR FEATURES

1. PLAY-BASED THEMATIC SESSIONS

PURPOSE: HARNESS CHILDREN'S INTEREST IN A SPECIFIC TOPIC.

FEATURES: FOCUS ON ENTERTAINMENT; A STORYLINE AND OVERARCHING PLOT UNITE THE SESSION; LEARNING HAPPENS THROUGH PLAY.

ROLE OF THE YOUTH LEADER: LEADER, ATMOSPHERE CREATOR, EVENT ORGANISER.

EXAMPLES:

- PIRATE REGATTA – TREASURE HUNTS, QUESTS, MARITIME AESTHETICS.
- SCHOOL OF MAGIC – MAGICAL DISCIPLINES, INTER-HOUSE COMPETITIONS.

2. EDUCATIONAL THEMATIC SESSIONS

PURPOSE: PROVIDE KNOWLEDGE AND BUILD SKILLS IN A SPECIFIC FIELD.

FEATURES: STRUCTURED LIKE AN EDUCATIONAL PROCESS; INCLUDES LECTURES, TRAINING, AND FINAL PROJECTS.

ROLE OF THE YOUTH LEADER: FACILITATOR, LEARNING SUPPORT, ORGANISER OF LEISURE ACTIVITIES.

EXAMPLE:

- ENGINEERING ACADEMY – ROBOTICS, PROJECT-BASED WORK, DEMONSTRATIONS.

3. SPECIALIST (PROFILE) SESSIONS

PURPOSE: IMMERSE PARTICIPANTS IN A PROFESSIONAL OR THEMATIC FIELD.

FEATURES: NARROW FOCUS, OFTEN WITH PARTICIPANT SELECTION; COLLABORATION WITH EXPERTS.

ROLE OF THE YOUTH LEADER: MENTOR, GUIDE THROUGH PROFESSIONAL EXPERIENCE.

EXAMPLES:

- YOUNG JOURNALISTS – INTERVIEWS, NEWSPAPER PRODUCTION, NEWS FILMING.
- SPORTS-FOCUSED SESSIONS – FOOTBALL, DANCE, GYMNASTICS.

4. PERSONAL DEVELOPMENT THEMATIC SESSIONS (SOFT SKILLS)

PURPOSE: DEVELOP SOFT SKILLS SUCH AS LEADERSHIP, COMMUNICATION, AND CRITICAL THINKING.

FEATURES: COMBINATION OF A GAME-BASED MODEL AND TRAINING SESSIONS.

ROLE OF THE YOUTH LEADER: MENTOR, CREATING A SAFE SPACE FOR EXPERIMENTATION AND REFLECTION.

EXAMPLE:

- LEADERS OF THE FUTURE – DEVELOPING TEAMWORK, PRESENTATION SKILLS, AND SELF-REFLECTION.

COMPARING TYPES OF THEMATIC SESSIONS

SESSION TYPE	MAIN FOCUS	PROGRAMME FEATURES	ROLE OF THE YOUTH LEADER
PLAY-BASED	ENGAGEMENT THROUGH STORYLINE	PLOT, COMPETITIONS, ENTERTAINMENT EVENTS	INSPIRER, DIRECTOR
EDUCATIONAL	KNOWLEDGE AND SKILLS	LECTURES, PRACTICAL WORKSHOPS, FINAL PROJECTS	TEACHING ASSISTANT, LEISURE ORGANISER
SPECIALIST (PROFILE)	CAREER ORIENTATION	NARROW TOPIC, MEETINGS WITH EXPERTS	COORDINATOR, SUPPORTER
SOFT SKILLS (PERSONAL GROWTH)	21ST-CENTURY COMPETENCIES	TRAINING SESSIONS, REFLECTION ACTIVITIES, PRACTICAL EXERCISES	MENTOR, PROCESS FACILITATOR

HOW TO DESIGN A THEMATIC SESSION

1. *CHOOSE THE THEME* – IT MUST BE RELEVANT TO YOUNG PEOPLE AND ALLOW FOR A VARIETY OF EVENTS.
2. *DEVELOP THE STORYLINE* – LORE, ROLES, CONFLICTS, AND MISSIONS INCREASE ENGAGEMENT.
3. *SELECT FORMATS AND METHODS* – BASED ON SESSION GOALS AND PARTICIPANT AGE.
4. *PLAN THE STRUCTURE* – DAY-TO-DAY DYNAMICS, STAGES, AND KEY EVENTS.
5. *INCLUDE REFLECTION* – AT THE END OF EACH DAY ANALYSE WHAT THE CHILDREN EXPERIENCED, REALISED AND LEARNT.



C H A P T E R

05

THE LOGIC OF PROGRAMME DEVELOPMENT

BEHIND A CAMP SESSION LIES MORE THAN JUST A CALENDAR OF ACTIVITIES.

IT'S A STORYLINE THAT UNFOLDS FROM FIRST INTRODUCTIONS TO HEARTFELT FAREWELLS, WHERE EACH DAY IS LOGICALLY CONNECTED TO THE PREVIOUS ONE AND SETS THE STAGE FOR THE NEXT.

TO KEEP THIS PROCESS ALIVE AND MEANINGFUL, THE YOUTH LEADER MUST SEE THE BIGGER PICTURE: HOW THE GROUP FORMS, WHEN TO LAUNCH KEY EVENTS, AND HOW NOT TO MISS THE RIGHT MOMENT FOR REFLECTION OR A TEAM PROJECT.

THIS CHAPTER COVERS THE INNER LOGIC OF A CAMP SESSION: FROM THE SESSION GRID PLAN TO FORMS OF WORKING WITH THE GROUP, FROM SIMPLE ACTIVITIES TO FULL-FLEDGED COLLECTIVE PROJECTS. ALL OF THESE ARE TOOLS IN THE HANDS OF THE YOUTH LEADER, HELPING MAKE THE SESSION COHESIVE, RICH, AND DEVELOPMENTAL.

PERIODS OF A CAMP SESSION'S DEVELOPMENT

EVERY CAMP SESSION IS NOT JUST A SEQUENCE OF DAYS AND EVENTS. IT'S A CAREFULLY CONSTRUCTED PATH OF PERSONAL GROWTH, GROUP FORMATION, AND ACHIEVEMENT OF EDUCATIONAL GOALS.

TO MAKE THE SESSION A COMPLETE, MEANINGFUL, AND VIBRANT EXPERIENCE FOR EACH CHILD, THE YOUTH LEADER MUST UNDERSTAND THE STRUCTURE OF THE SESSION AND KNOW HOW TO USE TOOLS SUCH AS THE SESSION GRID PLAN.

FROM THE PERSPECTIVE OF LEADERS AND ORGANISERS, A CAMP SESSION CONSISTS OF FIVE MAIN PERIODS. THESE ARE THE PREPARATORY PERIOD, THE ORGANISATIONAL PERIOD, THE MAIN PERIOD, THE FINAL PERIOD, AND THE POST-SESSION (CONCLUDING) PERIOD. WHEN PLANNING THEIR WORK, A YOUTH LEADER SHOULD CONSIDER THE SPECIFIC TASKS OF EACH STAGE IN ORDER TO SELECT THE MOST APPROPRIATE ACTIVITY FORMATS AND INTERACTION APPROACHES.

1. PREPARATORY PERIOD (AROUND 10 DAYS BEFORE THE SESSION STARTS)

AT THIS STAGE, THE CONTENT, MAIN FORMS AND METHODS OF WORK, MANAGEMENT SYSTEM, AND THE LOGIC OF THE SESSION ARE MODELLED. EMOTIONAL "TUNING" OF BOTH CHILDREN AND ADULTS FOR THE UPCOMING SESSION ALSO TAKES PLACE.

DURING THIS TIME, THE CHILD AND THE YOUTH LEADER DETERMINE THEIR EXPECTATIONS AND PREPARE PSYCHOLOGICALLY AND PRACTICALLY FOR THE CAMP EXPERIENCE. THE FINAL ACTION OF THIS STAGE COINCIDES WITH THE FIRST EVENT OF THE ORGANISATIONAL PERIOD—THE CHILDREN'S ARRIVAL.

ROLE OF THE YOUTH WORKER:

- FAMILIARISE THEMSELVES WITH THE CAMP, ITS TERRITORY, AND THE PEDAGOGICAL TEAM (IN PERSON OR REMOTELY).
- IF POSSIBLE, GET TO KNOW THE GROUP BEFOREHAND.
- STUDY THE CAMP PROGRAMME.
- COMPILER THEIR PERSONAL METHODOLOGICAL TOOLKIT.

📌 OUTCOME: READINESS TO WELCOME THE CHILDREN, A WELL-PREPARED PROGRAMME, AND A COHESIVE LEADER TEAM.



2. ORGANISATIONAL PERIOD (FIRST 1–4 DAYS)

THIS IS WHEN PARTICIPANTS ADAPT TO NEW CONDITIONS, PEOPLE, AND THE CAMP ROUTINE. IT PLAYS A CRUCIAL ROLE IN BUILDING A POSITIVE ATMOSPHERE AND LAYING THE FOUNDATIONS FOR THE FUTURE GROUP.

GOALS AND TASKS:

1. ADAPTATION & INTRODUCTIONS:

- HELP CHILDREN GET USED TO THE PHYSICAL, CLIMATIC, AND LIVING CONDITIONS, THE ABSENCE OF PARENTS, AND THE CAMP SCHEDULE.
- INTRODUCE THEM TO LEADERS, PEERS, AND CAMP TRADITIONS.

2. GROUP FORMATION:

- DEVELOP GOALS, RULES, AND NORMS OF THE GROUP.
- IDENTIFY INTERESTS AND ABILITIES.
- FOSTER AN ATMOSPHERE OF OPENNESS, CAMARADERIE, AND MUTUAL SUPPORT.

3. TALENT DEVELOPMENT:

- PROVIDE CONDITIONS FOR EACH CHILD TO EXPRESS AND DEVELOP THEIR CREATIVE AND PERSONAL POTENTIAL.
- NURTURE A SENSE OF RESPONSIBILITY AND CARE FOR SHARED PROPERTY.

4. DIAGNOSTICS:

- STUDY THE PERSONALITIES, INTERESTS, AND INTERPERSONAL RELATIONSHIPS WITHIN THE GROUP.
- IDENTIFY LEADERSHIP QUALITIES AND PATTERNS OF INTERACTION AMONG PARTICIPANTS.

FORMS OF ACTIVITY:

- INTRODUCTIONS: ICEBREAKER GAMES, EVENING “CAMPFIRE” TALKS, FIRST FRIENDLY GATHERINGS.
- CREATIVE SELF-EXPRESSION: GAMES TO REVEAL ABILITIES, CREATING GROUP ATTRIBUTES (NAME, MOTTO, CHANT, EMBLEM).
- RULE-SETTING: DEVELOPING COLLECTIVE NORMS AND CODES FOR GROUP LIFE.
- PREPARATION FOR THE SESSION OPENING: DECORATING THE GROUP CORNER, PREPARING A CREATIVE INTRODUCTION, AND TAKING PART IN THE CAMP’S OPENING CEREMONY.
- TEAM BONDING: COLLECTIVE CREATIVE ACTIVITIES THAT PROMOTE MUTUAL UNDERSTANDING AND STRENGTHEN CONNECTIONS WITHIN THE GROUP.

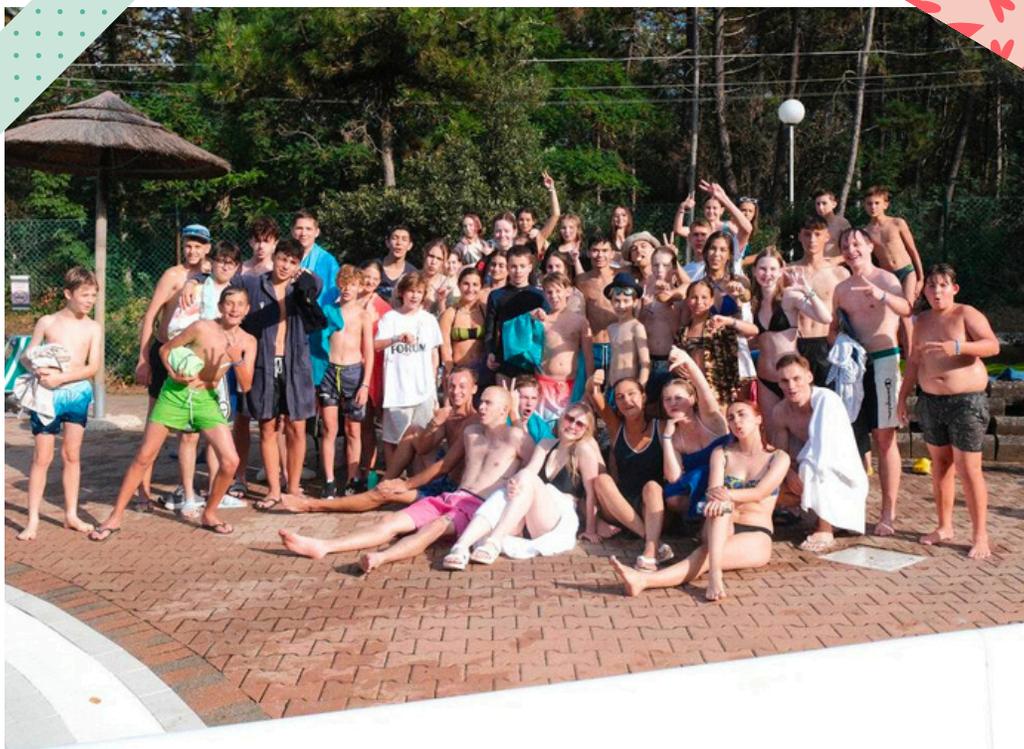
ROLE OF THE YOUTH LEADER:

- A LEADER AND ORGANISER WHO SETS THE PACE AND RULES FOR INTERACTION.
- AN OLDER FRIEND WHO SUPPORTS AND GUIDES THE CHILDREN.
- AN EDUCATOR WHO HELPS THEM COPE WITH THE FIRST CHALLENGES OF ADAPTATION.
- AT THIS STAGE, SELF-GOVERNANCE IS NOT YET ESTABLISHED, SO THE YOUTH LEADER COORDINATES ALL ACTIVITIES INDEPENDENTLY, LAYING THE GROUNDWORK FOR FURTHER DEVELOPMENT.

 **OUTCOME: CHILDREN DEVELOP A POSITIVE OPINION OF THEIR GROUP AND LEADERS, AND A FRIENDLY, SUPPORTIVE ATMOSPHERE IS ESTABLISHED.**

THE ORGANISATIONAL PERIOD IS THE STAGE WHERE THE FOUNDATION OF A SUCCESSFUL SESSION IS LAID, CREATING CONDITIONS FOR COMFORTABLE ADAPTATION, GROUP FORMATION, AND PARTICIPANT MOTIVATION.

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3. MAIN PERIOD (THE CORE DAYS OF THE SESSION)

THIS STAGE HOLDS A CENTRAL PLACE IN THE LOGIC OF THE CAMP PROGRAMME, MARKED BY A SHIFT IN THE EMOTIONAL TONE OF ACTIVITIES AND A TRANSITION FROM THE YOUTH LEADER'S ACTIVE ROLE TOWARDS GREATER INDEPENDENCE AND INITIATIVE AMONG THE CHILDREN.

GOALS AND TASKS:

1. BUILDING A COHESIVE TEAM:

- TRANSFORM THE GROUP INTO A WELL-COORDINATED TEAM CAPABLE OF ACTIVE COOPERATION.
- STRENGTHEN IN-GROUP TRADITIONS THAT FOSTER COLLECTIVE UNITY.

2. PERSONAL GROWTH AND INDEPENDENCE:

- CREATE CONDITIONS FOR THE ALL-ROUND DEVELOPMENT OF THE CHILDREN AND THEIR ACTIVE PARTICIPATION IN GROUP LIFE.
- ENSURE ENGAGING AND VARIED ACTIVITIES BASED ON SHARED INTERESTS AND CREATIVITY.
- TEACH CHILDREN TO PLAN AND ANALYSE THEIR OWN ACTIVITIES, REINFORCING SELF-GOVERNANCE SKILLS.

3. DIAGNOSTICS:

- STUDY THE CHILDREN'S POSITION WITHIN THE GROUP, THEIR LEVEL OF PARTICIPATION, AND PROGRESS IN TEAM COHESION.
- GATHER UP-TO-DATE INFORMATION TO ADJUST GROUP AND INDIVIDUAL WORK.

FORMS OF ACTIVITY:

- TEAMWORK: GAMES, COMPETITIONS, AND THEMED EVENTS THAT UNITE AND MOTIVATE THE GROUP.
- CREATIVE DEVELOPMENT: CLUBS, HOBBY GROUPS, AND CREATIVE WORKSHOPS THAT HELP CHILDREN REVEAL THEIR TALENTS.
- CULTURAL AND MASS ACTIVITIES: THEME DAYS, CELEBRATIONS, CAMPFIRES, HIKES, AND EVENING GATHERINGS FOR DISCUSSING IMPORTANT TOPICS AND SHARING EMOTIONS.

ROLE OF THE YOUTH LEADER:

AT THIS STAGE, THE ROLE OF THE YOUTH LEADER CHANGES. WHILE IN THE ORGANISATIONAL PERIOD THEY ACTED AS A LEADER AND ORGANISER, NOW THEIR TASK IS TO GUIDE THROUGH THE STRUCTURES OF SELF-GOVERNANCE.

- AN OLDER FRIEND WHO HELPS PLAN AND COORDINATE ACTIVITIES.
- A MOTIVATOR, COORDINATOR, AND MENTOR.

! SPECIAL NOTE: A MID-SESSION CRISIS MAY OCCUR — THIS CAN BE OVERCOME BY INTRODUCING A FRESH, EXCITING EVENT.

! OUTCOME: THE MAIN PERIOD IS A TIME OF CREATIVE AND SOCIAL GROWTH, THE DEVELOPMENT OF INDEPENDENCE, AND THE STRENGTHENING OF GROUP BONDS. IT SETS THE PACE AND EMOTIONAL TONE FOR THE REST OF THE SESSION, PREPARING THE CHILDREN FOR THE FINAL PERIOD.

4. FINAL PERIOD (1–2 DAYS BEFORE DEPARTURE)

THIS STAGE IS CHARACTERISED BY A WARM, TRUSTING ATMOSPHERE AND A GENTLE SADNESS CONNECTED TO PARTING. IT SUMMARISES ALL THE EVENTS OF THE SESSION AND REINFORCES THE VALUE OF THE EXPERIENCE GAINED.

GOALS AND TASKS:

1. REFLECTION ON EXPERIENCE:

- HELP CHILDREN ANALYSE AND MAKE SENSE OF EVERYTHING THAT HAS HAPPENED DURING THE SESSION.
- STRENGTHEN THE SKILLS ACQUIRED AT CAMP AND INSPIRE THEM TOWARDS SELF-IMPROVEMENT.

2. CREATING A FRIENDLY FAREWELL ATMOSPHERE

- BUILD A WARM AND TRUSTING ENVIRONMENT THAT ENCOURAGES OPEN EMOTIONS AND GENUINE FAREWELL MOMENTS.
- FIND KIND WORDS FOR EACH CHILD, HIGHLIGHTING THEIR CONTRIBUTION TO THE LIFE OF THE GROUP.

3. SUMMARISING RESULTS:

- CONSOLIDATE THE OUTCOMES OF THE SESSION, NOTING THE ACHIEVEMENTS OF GROUPS, CLUBS, SECTIONS, AND INDIVIDUAL CHILDREN.
- ORGANISE MEANINGFUL RITUALS AND FAREWELL EVENTS.

4. PREPARATION FOR DEPARTURE:

- HELP CHILDREN PREPARE FOR LEAVING THE CAMP AND EACH OTHER, AND COPE WITH THE EMOTIONS TIED TO THIS PROCESS.

FORMS OF ACTIVITY:

1. FINAL EVENTS:

- CONDUCT CLOSING GROUP ACTIVITIES: FINAL GAMES, IN-GROUP EVENTS, AND EVENING CAMPFIRES.
- PREPARE AND HOLD FAREWELL RITUALS: A CLOSING CIRCLE, FAREWELL CAMPFIRE.

2. CULTURAL AND CREATIVE ACTIVITIES:

- ORGANISE FINAL EXHIBITIONS, MEETINGS, AND COMPETITIONS.
- CREATE CLOSING NEWSPAPERS, PERFORMANCES FROM GROUPS, CLUBS, AND SECTIONS.
- PREPARE AND HOLD THE GALA CONCERT OR YOUTH LEADERS' PERFORMANCE.

3. DIAGNOSTICS AND ANALYSIS:

- CARRY OUT FINAL DIAGNOSTICS TO ASSESS THE RESULTS OF GROUP AND YOUTH LEADER WORK (QUESTIONNAIRES, SURVEYS, TESTS).

ROLE OF THE YOUTH LEADER:

- PROVIDE EMOTIONAL SUPPORT TO PARTICIPANTS.
- CREATE AN ATMOSPHERE OF UNITY AND MUTUAL RESPECT.
- HELP EACH CHILD FEEL THEIR IMPORTANCE WITHIN THE GROUP.

 **OUTCOME:** THE FINAL PERIOD ENDS THE SESSION ON AN EMOTIONALLY VIBRANT NOTE. IT ALLOWS CHILDREN TO LEAVE WITH A SENSE OF SATISFACTION, AN AWARENESS OF THEIR OWN SIGNIFICANCE, AND NEWLY ACQUIRED SKILLS, WHILE GIVING EDUCATORS A CLEAR UNDERSTANDING OF THE RESULTS OF THEIR WORK.

5. POST-SESSION (CONCLUDING) PERIOD

POST-SESSION PERIOD BEGINS IMMEDIATELY AFTER THE END OF THE SESSION AND REPRESENTS A STAGE OF REFLECTION AND ANALYSIS OF THE EXPERIENCE GAINED. THIS PERIOD IS IMPORTANT BOTH FOR THE CHILDREN AND THE EDUCATIONAL TEAM, AS IT ALLOWS THEM TO UNDERSTAND THE SIGNIFICANCE OF THE EVENTS THAT TOOK PLACE AND TO IMPROVE THE FUTURE WORK OF THE CAMP.

GOALS AND TASKS: ANALYSIS OF THE POST-CAMP PERIOD

1. CHILDREN:

- REFLECTION ON EXPERIENCE: CHILDREN ANALYSE THE SKILLS, IMPRESSIONS, AND EMOTIONS THEY HAVE ACQUIRED, FORMING THEIR PERSONAL ATTITUDE TOWARDS CAMP LIFE.
- PERSONAL GROWTH: THE MOST SIGNIFICANT EVENTS OF THE SESSION BECOME A MILESTONE FOR SELF-DEVELOPMENT AND FOR REALISING THEIR STRENGTHS AND ABILITIES.

2. ORGANISERS AND YOUTH LEADERS:

- WORK ANALYSIS: A TIME FOR IN-DEPTH EVALUATION OF THE SESSION'S RESULTS, IDENTIFYING SUCCESSFUL PRACTICES AND PROBLEM AREAS.
- EXPERIENCE CONSOLIDATION: THE CONCLUSIONS OF THE POST-CAMP PERIOD HELP THE EDUCATIONAL TEAM IMPROVE THEIR METHODS AND PREPARE FOR FUTURE SESSIONS.
- ASSESSMENT OF THE CAMP MODEL'S IMPACT: REFLECTION MAKES IT POSSIBLE TO EVALUATE HOW SUCCESSFULLY THE CAMP'S SOCIO-EDUCATIONAL MODEL WAS IMPLEMENTED AND TO OUTLINE WAYS TO IMPROVE IT.

OUTCOMES OF THE POST-CAMP PERIOD

1. FOR CHILDREN:

- EMOTIONAL BONDS WITH THE CAMP ARE STRENGTHENED, AND A POSITIVE ATTITUDE TOWARDS COLLECTIVE ACTIVITY IS FORMED.
- THE PROCESSED EXPERIENCE BECOMES A FOUNDATION FOR THEIR FURTHER DEVELOPMENT.

2. FOR ORGANISERS AND YOUTH LEADERS:

- A CLEARER UNDERSTANDING EMERGES REGARDING THE EFFECTIVENESS OF EVENTS, GROUP COHESION, AND THE RESULTS OF EDUCATIONAL AND UPBRINGING ACTIVITIES.
- PLANS ARE DRAWN UP TO IMPROVE AND REFRESH THE CONTENT OF FUTURE SESSIONS.

FINAL POINT: THE POST-CAMP PERIOD COMPLETES THE SESSION CYCLE, PROVIDING AN OPPORTUNITY NOT ONLY TO EVALUATE THE EXPERIENCE GAINED BUT ALSO TO LAY THE GROUNDWORK FOR FURTHER IMPROVEMENTS, BOTH FOR THE CHILDREN AND FOR THE EDUCATIONAL TEAM.

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CAMP SCHEDULE GRID: WHAT IT IS AND WHY IT IS NEEDED

A SCHEDULE GRID IS A YOUTH LEADER'S NAVIGATION TOOL. IT STRUCTURES EACH DAY OF THE SESSION, HELPS MAINTAIN THE RIGHT PACE, ALTERNATES ACTIVITY TYPES, TAKES INTO ACCOUNT THE AGE AND EMOTIONAL CHARACTERISTICS OF CHILDREN, AND MOST IMPORTANTLY, PRESERVES THE COHERENCE AND MEANINGFUL CONTENT OF THE ENTIRE PROGRAMME.

◆ WHAT IS A SCHEDULE GRID?

A CAMP SCHEDULE GRID IS A TABLE WHERE ALL THE KEY EVENTS OF THE SESSION ARE PLANNED BY DAY AND TIME. IT COVERS BOTH MANDATORY BLOCKS (MORNING EXERCISE, MEALS, REST) AND LEISURE, CREATIVE, EDUCATIONAL, AND REFLECTIVE ACTIVITIES. ITS PURPOSE IS TO ORGANISE THE CAMP SPACE SO THAT EACH DAY HAS ITS OWN GOAL, RHYTHM, AND EDUCATIONAL RESULT.

◆ FUNCTIONS OF THE SCHEDULE GRID:

- STRUCTURES THE DAY, HELPS DISTRIBUTE WORKLOAD, AND ENGAGES CHILDREN IN ACTIVITIES.
- ENSURES THE IMPLEMENTATION OF THE SESSION'S GOALS: TEAM DEVELOPMENT, SOCIALISATION, TALENT DISCOVERY, HEALTH IMPROVEMENT.
- MAINTAINS A BALANCE BETWEEN ACTIVITY AND REST, SUPPORTING THE CHILDREN'S EMOTIONAL AND PHYSICAL WELL-BEING.
- SERVES AS A BASIS FOR ANALYSING THE OUTCOMES OF THE SESSION, ASSESSING THE EFFECTIVENESS OF THE WORK, AND PLANNING FUTURE SESSIONS.

◆ FEATURES OF THE SCHEDULE GRID:

- ALIGNMENT WITH THE STAGES OF THE SESSION — TAKES INTO ACCOUNT THE THREE KEY PERIODS: ORGANISATIONAL (ADAPTATION, INTRODUCTIONS), MAIN (ACTIVE PROGRAMME, DEVELOPMENT, TEAM-BUILDING), FINAL (SUMMARY, REFLECTION, FAREWELL).
- CONSIDERATION OF AGE AND PSYCHOLOGICAL CHARACTERISTICS — THE PROGRAMME IS ADAPTED TO AGE, INTERESTS, LEVEL OF DEVELOPMENT, AND POSSIBLE ADAPTATION CRISES.
- VARIETY OF ACTIVITY FORMATS — ALTERNATING CALM AND ACTIVE FORMS: GAMES, QUESTS, WORKSHOPS, SPORTS EVENTS, EVENING GATHERINGS.
- BALANCE BETWEEN CAMP-WIDE AND UNIT ACTIVITIES — CAMP-WIDE EVENTS UNITE EVERYONE, WHILE UNIT ACTIVITIES STRENGTHEN SMALLER GROUPS.
- SUPPORT FOR SELF-GOVERNMENT AND CHILD PARTICIPATION — THE PROGRAMME INCLUDES CHILDREN'S INITIATIVES IN PLANNING AND DELIVERING ACTIVITIES.
- FLEXIBILITY AND ADAPTABILITY — THE ABILITY TO MAKE CHANGES DEPENDING ON CIRCUMSTANCES SUCH AS WEATHER, MOOD, OR UNFORESEEN EVENTS.

UNDERSTANDING THE LOGIC OF THE SESSION AND BEING ABLE TO DESIGN A SCHEDULE GRID IS A CORE SKILL FOR A MODERN YOUTH LEADER. IT HELPS NOT ONLY TO PRESERVE STRUCTURE BUT ALSO TO MAKE EACH DAY OF CAMP A DEVELOPMENTAL, MEANINGFUL, AND INSPIRING EXPERIENCE. THE SCHEDULE GRID IS THE SCRIPT FOR A REAL ADVENTURE THAT CHILDREN WILL REMEMBER FOR A LONG TIME.

STRUCTURE OF A CAMP SCHEDULE GRID

A SCHEDULE GRID IS NOT JUST A TIMETABLE. IT IS A TOOL THAT HELPS THE YOUTH LEADER:

- **STAY FOCUSED ON THE SESSION GOALS** — REFLECTS THE KEY OBJECTIVES (ADAPTATION, TEAM BUILDING, DEVELOPMENT) AND MAKES IT EASIER TO ENSURE THAT EACH DAY ADVANCES THE PROGRAMME.
- **ORGANISE TIME EFFECTIVELY** — CLEAR DIVISION INTO MORNING, AFTERNOON, AND EVENING BLOCKS, WITH ROOM FOR ADJUSTMENTS, HELPS AVOID FATIGUE AND UNFORESEEN BREAKDOWNS.
- **BALANCE ACTIVITY FORMATS** — A MIX OF CAMP-WIDE, UNIT, AND INDEPENDENT ACTIVITIES ALLOWS EACH CHILD TO FIND THEIR PLACE.
- **ENGAGE CHILDREN IN THE PROCESS** — INCLUDING SELF-GOVERNMENT POINTS GIVES CHILDREN OPPORTUNITIES TO TAKE INITIATIVE, DEVELOP ORGANISATIONAL SKILLS, AND LEARN RESPONSIBILITY.
- **ADAPT QUICKLY TO CIRCUMSTANCES** — A BUILT-IN “PLAN B” IN THE DAILY GRID ENSURES FLEXIBILITY WHEN THE WEATHER OR MOOD CHANGES.
- **ANALYSE AND IMPROVE** — INTEGRATED REFLECTION OPPORTUNITIES HELP TRACK THE EFFECTIVENESS OF EVENTS AND ADJUST THE PROGRAMME DURING THE SESSION.

FOR A SESSION TO RUN EFFECTIVELY AND SMOOTHLY, IT IS IMPORTANT TO STRUCTURE IT LOGICALLY — FROM GOALS TO ACTIVITIES.

HERE IS A BASIC SCHEDULE GRID FRAMEWORK THAT IS CONVENIENT TO USE WHEN PREPARING ANY CAMP SESSION:

1. SESSION GOALS AND OBJECTIVES

FORMULATED BRIEFLY AND CLEARLY, E.G.:

- CREATE AN ATMOSPHERE OF TEAM INTERACTION;
- DEVELOP CREATIVE POTENTIAL;
- SUPPORT EMOTIONAL ADAPTATION AND SELF-EXPRESSION.

2. STAGES OF THE SESSION

DIVIDED INTO THREE LOGICAL BLOCKS:

- ORGANISATIONAL PERIOD (DAYS 1–3): ADAPTATION, INTRODUCTIONS, TEAM BUILDING;
- MAIN PERIOD (DAYS 4–...): INTENSE PROGRAMME, CREATIVITY, INITIATIVES;
- FINAL PERIOD (LAST 1–2 DAYS): SUMMARIES, FAREWELL, REFLECTION.

3. DAILY TIMETABLE

THE DAY IS DIVIDED INTO BLOCKS:

- MORNING — WAKE-UP, MORNING EXERCISES, BREAKFAST, MORNING ACTIVITIES;
- DAY — WORKSHOPS, SPORTS GAMES, QUESTS, THEMED EVENTS;
- EVENING — GATHERINGS, CONCERTS, REFLECTION;
- RESERVE — FOR WEATHER, FATIGUE, OR SPONTANEOUS IDEAS.

4. ACTIVITY FORMATS

- CAMP-WIDE: UNITE EVERYONE (HOLIDAYS, FESTIVALS, SPORTS EVENTS);
- UNIT-BASED: STRENGTHEN THE "OWN" TEAM (CREATIVE GROUP PROJECTS, GAMES, WORKSHOPS);
- SELF-GOVERNED: INITIATED BY CHILDREN (PROJECTS, EVENING EVENTS).

5. CONSIDERATION OF AGE AND PSYCHOLOGY

- ADAPTED TO AGE GROUPS (8–10 / 11–13, ETC.);
- TAKES INTO ACCOUNT ADAPTATION PHASES AND EMOTIONAL PEAKS.

6. FLEXIBILITY AND "PLAN B"

- BACKUP ACTIVITIES FOR BAD WEATHER OR CHANGES IN THE CHILDREN'S CONDITION;
- ABILITY TO MAKE CHANGES DIRECTLY DURING THE SESSION.

7. RESPONSIBLE PERSONS

- IDENTIFY THOSE RESPONSIBLE FOR PREPARATION AND DELIVERY (YOUTH LEADERS, SPECIALISTS, CHILDREN IN SELF-GOVERNANCE).

8. MATERIAL AND TECHNICAL SUPPORT

- WHAT IS NEEDED: PROPS, EQUIPMENT, FACILITIES, SPACES.

9. BUILT-IN REFLECTION POINTS

- REFLECTIVE BLOCKS (EVENING GATHERINGS, DISCUSSIONS);
- EVALUATION OF THE EFFECTIVENESS OF ACTIVITIES;
- FEEDBACK FROM CHILDREN AND THE TEAM.

10. TRADITIONS AND SPECIAL DATES OF THE SESSION

- INCLUDE HOLIDAYS, PARENTS' DAY, QUIET DAYS, FAREWELL EVENING, ETC.

🎯 THIS TOOL INCREASES THE PROFESSIONALISM OF THE YOUTH LEADER AND HELPS CREATE A WELL-STRUCTURED, RICH, AND SAFE SESSION WHERE EACH CHILD FEELS LIKE AN IMPORTANT, ACTIVE PART OF THE PROGRAMME.



EXAMPLES OF A CAMP SCHEDULE GRID

OPTION 1: CALENDAR GRID

DAY	MORNING	DAY	EVENING	MAIN GOAL OF THE DAY
1	INTRODUCTION, EXERCISE	CAMP TOUR, DECORATING CORNERS	CAMPFIRE "WE ARE TOGETHER"	ADAPTATION AND ACQUAINTANCE
2	TEAM-BUILDING GAME	CCA* "OUR MOTTO"	INTRODUCTION EVENING "SQUAD'S TALE"	TEAM BONDING
3	EXERCISE + CREATIVE WARM-UP	QUEST "OPEN THE CAMP"	CONCERT "MINUTE OF FAME"	ACTIVATION AND CREATIVITY
12	GALA CONCERT PREPARATION	EXHIBITION, REHEARSALS	FAREWELL CAMPFIRE	COMPLETION AND REFLECTION

*SEE PG.59

OPTION 2: DAILY STRUCTURE GRID

BLOCK OF THE DAY	TYPE OF ACTIVITY	EXAMPLE ACTIVITY	RESPONSIBLE	NEEDED RESOURCES
MORNING	EXERCISE + ACTIVITY	GAME-BASED EXERCISE "MAGIC FITNESS"	YOUTH WORKERS	MUSIC, COSTUMES
DAY	THEMATIC EVENT	QUEST "IN THE FOOTSTEPS OF HEROES"	METHODOLOGIST, KIDS	MAP, PROPS
EVENING	REFLECTION / CREATIVITY	SQUAD THEATRE "REVERSED FAIRY TALE"	SQUADS, HOST	COSTUMES, STAGE

COLLECTIVE CREATIVE ACTIVITY (CCA) – FORMS AND TYPES OF WORKING WITH THE GROUP

WHAT IS A CCA?

A COLLECTIVE CREATIVE ACTIVITY IS A FORM OF GROUP WORK IN WHICH CHILDREN AND YOUTH LEADERS TOGETHER CREATE AND IMPLEMENT A BRIGHT, MEANINGFUL EVENT. IT'S NOT JUST AN ACTIVITY — IT'S A PATH TO TEAM BONDING, SELF-DEVELOPMENT, AND VIVID MEMORIES.

FUNCTIONS OF A CCA:

- DEVELOP INITIATIVE AND RESPONSIBILITY IN CHILDREN;
- BUILD TEAM SPIRIT;
- ENGAGE EVEN PASSIVE PARTICIPANTS IN ACTIVITIES;
- USE MODERN DIGITAL AND CREATIVE FORMATS;
- ACHIEVE EDUCATIONAL AND DEVELOPMENTAL GOALS THROUGH ACTION.

PRINCIPLES OF A CCA:

1. COLLECTIVITY — EVERYONE PARTICIPATES, REGARDLESS OF ABILITIES OR TEMPERAMENT;
2. CREATIVITY — ORIGINAL IDEAS, DESIGN, AND APPROACH;
3. PRACTICAL FOCUS — EVERY CCA HAS A RESULT: A PRODUCT, AN EXPERIENCE, AN EMOTION.

STAGES OF A CCA:

1. CHOOSING THE IDEA AND GOALS — BASED ON INTERESTS, SESSION GOALS, AND THE CHILDREN'S AGE.
2. PLANNING AND ASSIGNING ROLES — TOGETHER WITH THE CHILDREN: WHO IS RESPONSIBLE FOR WHAT.
3. PREPARATION — REHEARSALS, DECORATIONS, PROPS, SCRIPT.
4. IMPLEMENTATION — BRIGHT, CONFIDENT, AND TEAM-BASED.
5. REFLECTION — DISCUSSION: WHAT WENT WELL, WHAT COULD BE IMPROVED, AND HOW EVERYONE CONTRIBUTED.

CCA CAN BE CATEGORIZED

BY PARTICIPATION FORMAT:

- INDIVIDUAL — PERSONAL MISSIONS, TASKS.
- GROUP — MINI-TEAMS WITHIN THE UNIT.
- COLLECTIVE — THE WHOLE UNIT OR CAMP.

BY THEME:

- EDUCATIONAL — WORKSHOPS, DEBATES, MASTERCLASSES.
- CREATIVE — PERFORMANCES, FLASH MOBS, EXHIBITIONS.
- DIGITAL — VIDEO CONTENT, STORYTELLING, DIGITAL PROJECTS.
- ENVIRONMENTAL — ECO-CHALLENGES, TREE PLANTING.
- SPORTS — QUESTS, CHALLENGES, COMPETITIONS.
- SOCIAL — VOLUNTEERING, COMMUNITY PROJECTS.
- LEISURE — EVENING EVENTS, CAMPFIRES, GAMES.

BY ORGANISATION METHOD:

- PLANNED ACTIVITIES — PREPARED IN ADVANCE ACCORDING TO THE CAMP PROGRAMME.
- SPONTANEOUS ACTIVITIES — ORGANISED ON THE SPOT BASED ON THE GROUP'S MOOD.

EXAMPLES OF CCAS

CCAS BY SESSION PERIOD

SESSION STAGE	EXAMPLE CCA	BRIEF DESCRIPTION
ORGANISATIONAL	UNITY SYMBOL	COLLECTIVE CREATION OF A FLAG, NAME, MOTTO, AND EMBLEM
MAIN	QUEST "MISSION POSSIBLE"	GAME ROUTE WITH TASKS AND TEAM DYNAMICS
FINAL	SESSION HEROES	AWARDS, TIME CAPSULE, DIGITAL EXHIBITION

CCAS BY AGE GROUP

AGE GROUP	EXAMPLE CCA	ADAPTATION FEATURES
8–10 YEARS	FAIRY TALE THEATRE	SIMPLE ROLES, COSTUMES, LEADER'S ASSISTANCE
11–14 YEARS	DIGITAL CHALLENGE	VIDEO FORMAT, EDITING, SCRIPTWRITING
15–17 YEARS	SOCIAL PROJECT	PROBLEM RESEARCH, REAL HELP

TIP FOR YOUTH LEADERS:

A SUCCESSFUL CCA IS NOT A "SHOW FOR THE REPORT" BUT A CREATIVE JOURNEY WHERE CHILDREN EXPERIENCE THE ROLE OF AUTHOR, PERFORMER, AND AUDIENCE ALL AT ONCE. SUPPORT THEM IN THIS PROCESS.

C H A P T E R

06

GAMIFICATION

GAMES ARE THE UNIVERSAL LANGUAGE OF THE CAMP.

THEY HELP UNITE THE GROUP, REVEAL PARTICIPANTS, AND SOLVE EDUCATIONAL TASKS.

IN THIS CHAPTER, WE WILL EXAMINE WHAT TYPES OF GAMES THERE ARE, HOW TRANSFORMATIONAL PRACTICES HELP IN PERSONAL DEVELOPMENT, AND HOW TO CREATE YOUR OWN GAME FROM SCRATCH USING A CONSTRUCTOR.

CLASSIFICATION OF GAMES IN THE CAMP

WHEN A YOUTH WORKER TAKES RESPONSIBILITY FOR A GROUP, THEY BECOME NOT ONLY AN ORGANIZER BUT ALSO A CREATOR OF A SPACE WHERE CHILDREN FEEL COMFORTABLE, INTERESTED, AND SAFE.

ONE OF THE MOST RELIABLE WAYS TO SET UP THIS SPACE IS TO INCLUDE GAMES.

THROUGH PLAY, A CHILD NOT ONLY HAS FUN BUT ALSO LEARNS, INTERACTS, AND OPENS UP.

IN THE CAMP SETTING, THIS IS ESPECIALLY IMPORTANT: A NEW ENVIRONMENT, UNFAMILIAR PEOPLE, AND A TIGHT SCHEDULE ALL REQUIRE ADAPTATION — AND GAMES BECOME THE TOOL THAT MAKES THIS PROCESS NATURAL AND JOYFUL.

CHOOSING THE RIGHT GAME IS NOT EASY.

YOU NEED TO CONSIDER THE AGE OF THE PARTICIPANTS, THE STAGE OF THE SESSION, THE CURRENT MOOD OF THE GROUP, AND THE GOALS SET FOR THE GROUP.

SOME GAMES BRING PEOPLE CLOSER TOGETHER, OTHERS HELP TO UNDERSTAND ONESELF, AND OTHERS ENERGIZE.

IT IS IMPORTANT FOR A YOUTH WORKER TO UNDERSTAND NOT ONLY “WHAT TO PLAY,” BUT ALSO “WHY.”

ONLY THEN DOES THE GAME TRULY WORK.

WHY PLAY?

THE ABILITY TO CONDUCT GAMES IS ONE OF THE KEY COMPETENCIES OF A YOUTH WORKER. THIS IS ESPECIALLY TRUE IN THE FIRST DAYS OF CAMP, WHEN CHILDREN ARE JUST MEETING EACH OTHER AND DO NOT YET FEEL SAFE. HERE, THE GAME IS A LANGUAGE OF COMMUNICATION, A WAY TO RELIEVE TENSION, AND A START TO INTERACTION.

EACH GAME CARRIES A HIDDEN TASK. THROUGH FUN AND PARTICIPATION, THE YOUTH WORKER CAN DIRECT THE GROUP, SET RULES, AND BUILD ROLE MODELS. IT IS IMPORTANT FOR THE YOUTH WORKER TO BE EMOTIONALLY INVOLVED, TO CAPTIVATE CHILDREN, AND TO CREATE AN ATMOSPHERE. IT IS PRECISELY THIS THAT DETERMINES HOW MUCH THE CHILDREN WILL WANT TO BE WITH YOU, LISTEN TO YOU, AND FOLLOW YOU.

THE SIGNIFICANCE OF GAMES IN THE CAMP

GAMES PERFORM MANY FUNCTIONS. THEY CAN BE CONDITIONALLY DIVIDED INTO SEVERAL DIRECTIONS:

- ADAPTATION — HELP TO ADAPT MORE QUICKLY TO A NEW ENVIRONMENT AND FEEL PART OF THE GROUP.
- TEAM FORMATION — THROUGH JOINT ACTIONS, CHILDREN LEARN TO WORK AS A TEAM.
- LEARNING AND DEVELOPMENT — DEVELOP ATTENTION, MEMORY, THINKING, AND IMAGINATION.
- EMOTIONAL RELEASE — RELIEVE TENSION AFTER A BUSY DAY.
- DISCIPLINE — GENTLY FORM RULES OF BEHAVIOR AND NORMS OF INTERACTION.
- ENTERTAINMENT — CREATE A POSITIVE BACKGROUND, AN ATMOSPHERE OF CELEBRATION, JOY, AND FREEDOM.

GAMES CAN BE CLASSIFIED ACCORDING TO DIFFERENT CRITERIA. THIS HELPS TO SELECT THEM CONSCIOUSLY FOR SPECIFIC TASKS.

BY PURPOSE:

- ICEBREAKER GAMES — HELP CHILDREN GET TO KNOW EACH OTHER AND REMEMBER NAMES. EXAMPLES: “BALL OF YARN,” “THE NAME LEGEND.”
- TEAM-BUILDING GAMES — PROMOTE THE CREATION OF TEAM SPIRIT. EXAMPLES: “SPIDER WEB,” “THE LINE.”
- DEVELOPMENTAL GAMES — TRAIN THINKING, ATTENTION, AND CREATIVITY. EXAMPLES: “PHOTO,” “GROUP COUNT.”
- COMPETITION GAMES — STIMULATE ACTIVITY AND THE DESIRE TO WIN. EXAMPLES: “APPLE,” “SANDALS.”
- RELAXATION GAMES — HELP TO CALM DOWN AND PREPARE FOR SLEEP. EXAMPLES: “APPLAUSE,” “BODY JAZZ.”

BY PURPOSE:

- ACTIVE — REQUIRE PHYSICAL ACTIVITY. EXAMPLES: “CATCH THE TAIL,” “TRAPS.”
- COMMUNICATIVE — BASED ON INTERACTION AND COMMUNICATION. EXAMPLES: “PRESIDENT’S CHAIR,” “I AM A SNAKE.”
- CREATIVE — DEVELOP IMAGINATION. EXAMPLES: “TRAFFIC CONTROLLER,” “POTATO.”
- LOGICAL AND STRATEGIC — ACTIVATE THINKING. EXAMPLES: “RAFT,” “GEOMETRIC FIGURES.”

BY NUMBER OF PARTICIPANTS

- INDIVIDUAL — AIMED AT SELF-KNOWLEDGE.
- PAIR — DEVELOP TRUST AND CONTACT.
- GROUP — CONTRIBUTE TO TEAMWORK.
- MASS — INVOLVE THE WHOLE CAMP.

GAME FACILITATION METHOD

TO MAKE A GAME EFFECTIVE, IT IS IMPORTANT NOT ONLY TO CHOOSE THE RIGHT ONE BUT ALSO TO CONDUCT IT CORRECTLY.

HERE ARE THE MAIN RECOMMENDATIONS:

- START WITH AN INTRODUCTION (LEGEND) — SET THE CONTEXT AND ENGAGE CHILDREN’S IMAGINATION.
- EXPLAIN THE RULES CLEARLY AND UNDERSTANDABLY — WITHOUT UNNECESSARY WORDS, BUT WITH EMPHASIS ON KEY POINTS.
- BE CONFIDENT AND EMOTIONAL — CHILDREN “PICK UP” THE ENERGY OF THE LEADER.
- CONSIDER SAFETY — WARN IN ADVANCE ABOUT POSSIBLE RISKS AND LIMITATIONS.
- FEEDBACK — CLARIFY WHETHER EVERYTHING IS CLEAR, GIVE TIME FOR QUESTIONS.
- WORK IN TANDEM WITH A PARTNER — AGREE IN ADVANCE ON WHO DOES WHAT.

BE READY FOR THE UNEXPECTED — THE GAME MAY NOT WORK, OR THERE MAY BE FEWER PARTICIPANTS THAN REQUIRED. CONFIDENCE AND FLEXIBILITY ARE YOUR BEST HELPERS.

AS WE HAVE ALREADY ESTABLISHED, ACTIVITIES ARE DIVIDED INTO DIFFERENT BLOCKS, AND THE YOUTH WORKER'S TASK IS TO COMPETENTLY COMBINE ACTIVITIES FROM DIFFERENT BLOCKS AND UNDERSTAND WHY YOU ARE CONDUCTING EACH ONE.

GAMES FOR GETTING ACQUAINTED AND REINFORCING ACQUAINTANCE

WHY ARE THEY NEEDED?

FROM THE VERY FIRST MINUTES OF THE SESSION, IT IS IMPORTANT TO CREATE AN ATMOSPHERE OF TRUST, OPENNESS, AND TEAM SPIRIT.

AND IT STARTS WITH THE SIMPLEST — GETTING ACQUAINTED.

IT IS THROUGH THE GAME THAT CHILDREN NOT ONLY LEARN EACH OTHER'S NAMES BUT ALSO BEGIN TO ESTABLISH ASSOCIATIVE LINKS: NAME — ACTION, INTEREST — CHARACTER TRAIT, HABIT — EMOTION.

THE SOONER THEY "FIND" THESE CONNECTIONS, THE SOONER THE GROUP WILL MOVE FROM "I" TO "WE."

WHERE TO START?

BEFORE MOVING ON TO NAME-LEARNING GAMES, BE SURE TO CONDUCT 1–2 LIGHT GAMES INVOLVING PHYSICAL CONTACT.

THIS WILL HELP THEM RELAX AND TUNE IN TO ACTIVE INTERACTION.

IN THE FIRST GAME BLOCKS, THE FOCUS IS PRECISELY ON ACQUAINTANCE AND INVOLVEMENT.

YOUR TASK AS A YOUTH WORKER IS TO BE OPEN, ENERGETIC, AND A BIT OF A CHEERFUL "STARTER."

THE MORE YOU GET INVOLVED, THE MORE CHILDREN WILL BEGIN TO FOLLOW YOUR LEAD — AND THIS IS THE KEY TO THEIR INVOLVEMENT IN THE FUTURE LIFE OF THE GROUP.





WHAT TO PAY ATTENTION TO WHEN CHOOSING GAMES:

NUMBER OF PARTICIPANTS

CONSIDER THE GROUP SIZE — SOME GAMES WORK WELL WITH 10–12 PARTICIPANTS, OTHERS REQUIRE AT LEAST 20. NOT EVERY FORMAT IS UNIVERSAL.

TIMING

LONG GAMES (MORE THAN 15–20 MINUTES) CAN REDUCE PACE AND ENGAGEMENT. BETTER TO PLAY 2–3 DYNAMIC GAMES THAN ONE THAT IS “PLAYED OUT OF POLITENESS.”

SUCCESS OF COMPLETION

IT IS VERY IMPORTANT THAT CHILDREN SUCCESSFULLY COMPLETE THE GAME. THIS BUILDS A SENSE OF CONFIDENCE IN THEMSELVES AND IN THE GROUP. IN THE FIRST DAYS, THERE SHOULD BE NO GAMES WITH STRONG COMPETITION OR LOSING — ONLY POSITIVE EXPERIENCES.

TYPES OF ACQUAINTANCE GAMES. THEY ARE CONDITIONALLY DIVIDED INTO TWO CATEGORIES:

- NAME-LEARNING GAMES — HELP TO EASILY, JOYFULLY, AND QUICKLY LEARN NAMES. OFTEN BUILT ON RHYTHM, MOVEMENT, REPETITION, AND HUMOR.

EXAMPLES: “SNOWBALL,” “NAMES AND GESTURES,” “CATCH THE NAME.”

- ACQUAINTANCE REINFORCEMENT GAMES — REVEAL PARTICIPANTS A BIT DEEPER: INTERESTS, HABITS, HOBBIES, TALENTS. HELP TO FIND COMMON GROUND AMONG CHILDREN.

EXAMPLES: “THREE FACTS,” “MAP OF INTERESTS,” “ASSOCIATIONS.”

🎯 IMPORTANT!

GOOD ACQUAINTANCE IS NOT JUST NAMES BUT THE FIRST STEPS TOWARD A TEAM. DO NOT BE AFRAID TO “IGNITE” FULLY — IT IS YOU WHO SETS THE TONE. AND THE GAME WILL DO THE REST.

GAME: "CATCH THE NAME"

TYPE: ICEBREAKER GAME

GOAL: REMEMBER PARTICIPANTS' NAMES, DEVELOP ATTENTION AND REACTION

AGE: FROM 9 YEARS OLD

FORMAT: CIRCLE, WITH A BALL

TIME: 10-12 MINUTES

HOW TO PLAY:

1. ALL PARTICIPANTS STAND IN A CIRCLE. THE YOUTH WORKER TAKES A BALL AND THROWS IT FIRST TO ANY PARTICIPANT, SAYING THEIR NAME: "MARY!"
2. CATCHING THE BALL, MARY SAYS THE NAME OF THE NEXT PARTICIPANT: "WILLIAM!" — AND THROWS THE BALL TO THEM.
3. THE GAME CONTINUES IN A CHAIN: SAY THE NAME — THROW — CATCH.

RULE: YOU CANNOT THROW THE BALL WITHOUT SAYING THE NAME. IF SOMEONE FORGETS A NAME, THE WHOLE GROUP CAN HELP.

COMPLICATION (AFTER 2-3 ROUNDS):

- INTRODUCE A SECOND BALL — LAUNCHED IN THE SAME DIRECTION OR IN THE OPPOSITE DIRECTION.

TIP FOR THE YOUTH WORKER: MAINTAIN A LIGHT ATMOSPHERE AND ENCOURAGE LAUGHTER AT MISTAKES. THE MAIN THING IS NOT SPEED BUT CONFIDENCE AND POSITIVITY.

WORKS WELL IN A GROUP OF UP TO 15 PEOPLE. IF THERE ARE MORE — DIVIDE INTO TWO TEAMS.



GAME: "NAMES AND GESTURES"

TYPE: NAME-LEARNING GAME

GOAL: GET TO KNOW PARTICIPANTS' NAMES, DEVELOP ATTENTION AND MEMORY

AGE: FROM 8 YEARS OLD

FORMAT: CIRCLE, NO PROPS

TIME: 10-15 MINUTES

How to play:

1. EVERYONE STANDS IN A CIRCLE. THE FIRST PARTICIPANT SAYS THEIR NAME AND SHOWS A GESTURE (FOR EXAMPLE, "I'M EMMA" + WAVES HAND).
2. THE NEXT REPEATS THE NAME AND GESTURE OF THE PREVIOUS PARTICIPANT, THEN ADDS THEIR OWN (FOR EXAMPLE: "EMMA" + WAVES HAND, "I'M OLIVER" + JUMP).
3. EACH NEXT PERSON REPEATS EVERYTHING FROM THE START IN A CHAIN. THE LAST ONE MUST NAME AND SHOW EVERYONE.
4. AFTER THAT — YOU CAN GO IN REVERSE ORDER OR CHOOSE A RANDOM PARTICIPANT AND CHECK IF OTHERS REMEMBER THEIR NAME AND GESTURE.

IMPORTANT: KEEP THE PACE, PROMPT IF NECESSARY. FUNNY AND UNUSUAL GESTURES ARE ESPECIALLY MEMORABLE!

GAME: "THREE FACTS"

TYPE: ACQUAINTANCE REINFORCEMENT GAME

GOAL: LEARN INTERESTING DETAILS ABOUT EACH OTHER, DEVELOP ATTENTION AND TRUST

AGE: FROM 10 YEARS OLD

FORMAT: CIRCLE, OR 3-4 PEOPLE IN MINI-GROUPS

TIME: 15 MINUTES

How to play:

1. EACH PARTICIPANT IN TURN NAMES THREE FACTS ABOUT THEMSELVES — TWO FICTIONAL AND ONE TRUE.
2. EXAMPLE: "I CAN JUGGLE, I'M AFRAID OF SPIDERS, AND I WAS ONCE ON TV."
3. OTHERS VOTE/GUESS WHICH FACT IS REAL.
4. THE PLAYER REVEALS THE TRUTH, AND IT'S ALLOWED TO ASK A FOLLOW-UP QUESTION.

VARIATIONS: CAN BE PLAYED IN PAIRS OR MINI-GROUPS. AN EXCELLENT WAY TO MOVE TO A DEEPER LEVEL OF ACQUAINTANCE.



TACTILE GAMES

TACTILE GAMES HELP TO REMOVE PSYCHOLOGICAL AND PHYSICAL BARRIERS THAT ARE ALMOST ALWAYS PRESENT AT THE BEGINNING OF A CAMP SESSION. THROUGH LIGHT, SAFE PHYSICAL CONTACT, CHILDREN QUICKLY BECOME ENGAGED IN INTERACTION, RELAX, AND BEGIN TO PERCEIVE EACH OTHER AS PART OF THE TEAM.

SUCH GAMES ARE ESPECIALLY IMPORTANT:

- IN THE FIRST DAYS OF THE SESSION (THE ORGANISATIONAL PERIOD).
- WHEN WORKING WITH NEW GROUPS.
- WHEN ADAPTING SHY AND ANXIOUS CHILDREN.
- AS A WAY OF RELEASING TENSION THROUGHOUT THE ENTIRE SESSION.

WHY IT WORKS

- THEY ACCELERATE ADAPTATION: THE SOONER A CHILD ENGAGES IN CONTACT, THE FASTER THE ACCUSTOMING PERIOD WILL PASS.
- THEY RELIEVE TENSION: BOTH EMOTIONAL AND PHYSICAL.
- THEY CREATE A FRIENDLY ATMOSPHERE: ENCOURAGING HUMOUR, TRUST, AND PHYSICAL SAFETY.
- THEY PREPARE FOR ACQUAINTANCE: THEY HELP “WARM UP” BEFORE GAMES THAT REQUIRE MORE DELIBERATE INTERACTION.

RECOMMENDATIONS FOR THE YOUTH WORKER

- RUN TACTILE GAMES BEFORE NAME-LEARNING GAMES, ESPECIALLY IN THE FIRST DAYS OF THE SESSION.
- PAY ATTENTION TO THE EMOTIONAL BACKGROUND OF THE GROUP: IF THE CHILDREN ARE TENSE — START WITH LIGHT FORMS (SHOULDER CONTACT, PALM CONTACT).
- CONSIDER AGE AND SPECIFICS: FOR YOUNGER CHILDREN, ACTIVE AND FUN GAMES ARE SUITABLE; FOR TEENAGERS — CALM AND NON-INTRUSIVE ONES.
- TACTILE GAMES CAN BE BROUGHT BACK DURING THE SESSION AS A “RELEASE” AND A WAY TO RECHARGE THE TEAM.
- DON'T OVERLOAD WITH RULES: KEEP A COUPLE OF GAMES “IN RESERVE” AND EXPLAIN ONLY WHAT IS NEEDED RIGHT NOW.



GAME: "TOUCH THE..."

TYPE: TACTILE CONTACT GAME

GOAL: ENERGISE THE GROUP, RELIEVE TENSION, CREATE FIRST PHYSICAL INTERACTION

AGE: FROM 7 YEARS OLD

FORMAT: ACTIVE, IN OPEN SPACE

TIME: 5-7 MINUTES



How to play:

1. ALL PARTICIPANTS GATHER IN THE CENTRE OF THE AREA.
2. THE YOUTH WORKER EXPLAINS: "NOW I WILL NAME SOMETHING YOU ALL NEED TO TOUCH AS QUICKLY AS POSSIBLE. IT CAN BE AN OBJECT OR A PERSON!"
3. THE LEADER GIVES COMMANDS AT AN ACTIVE PACE: – "TOUCH THE BENCH!"; – "TOUCH THE TREE!"; – "TOUCH SOMEONE WEARING GLASSES!"
4. FINAL ROUND: "TOUCH THE ANIMATOR!" – EVERYONE HUGS THE YOUTH WORKER.

VARIATIONS:

- ADD CREATIVE COMMANDS: "TOUCH SOMEONE WHO IS SMILING", "TOUCH THE TALLEST PERSON", "TOUCH YOUR FUTURE FRIEND".
- YOU CAN RUN 2-3 ROUNDS, ALTERNATING BETWEEN FUN AND "WARM" TASKS.

TIP FOR THE YOUTH WORKER:

MAKE SURE ALL CHILDREN ARE PARTICIPATING. ENCOURAGE FRIENDLY TOUCH, ESPECIALLY IN TASKS THAT INVOLVE TOUCHING A PERSON. THIS IS A GREAT GAME FOR THE FIRST MEETING WITH THE GROUP, BEFORE THE BLOCK OF NAME-LEARNING GAMES.



GAME: "SAUSAGE – KETCHUP – COCA-COLA"

TYPE: TACTILE DYNAMIC TEAM-BUILDING GAME, PLAYED AT LATER STAGES

GOAL: CREATE A FUN SHARED ACTIVITY, ENHANCE TEAMWORK AND PHYSICAL CONTACT

AGE: FOR ALL AGES

FORMAT: CIRCLE, ACTIVE, MIXED GENDER

TIME: 10–12 MINUTES

HOW TO PLAY:

1. ALL PARTICIPANTS STAND IN A CIRCLE "LIKE A TRAIN". THE BEGINNING AND END CONNECT, FORMING A CLOSED CHAIN.
2. EVERYONE HOLDS THE SHOULDERS OF THE PERSON IN FRONT OF THEM.
3. THE LEADER STARTS GIVING COMMANDS: "SAUSAGE" – STEP FORWARD WITH THE RIGHT FOOT. "KETCHUP" – STEP FORWARD WITH THE LEFT FOOT. "COCA-COLA" – ROTATE HIPS TO THE RIGHT.
4. COMMANDS ARE GIVEN IN RANDOM OR RHYTHMIC ORDER – 2–3 REPETITIONS.
5. AFTER THE FIRST SERIES OF COMMANDS, THE LEADER SAYS: "PUT YOUR HANDS ON THE SHOULDERS OF THE PERSON TWO IN FRONT OF YOU" – AND EVERYONE TAKES ONE STEP INWARD. THE CIRCLE TIGHTENS.
6. COMMANDS "SAUSAGE – KETCHUP – COCA-COLA" ARE REPEATED – MOVEMENTS STAY THE SAME.
7. GRADUALLY, THE CIRCLE BECOMES SO TIGHT THAT PARTICIPANTS ARE HOLDING ONTO SOMEONE THREE PLACES AHEAD.
8. THE LEADER SAYS: "NOW – SIT ON THE KNEES OF THE PERSON BEHIND YOU!" PARTICIPANTS CAREFULLY SIT DOWN, FORMING A "LIVE CIRCULAR CHAIR".
9. FINAL ROUND: COMMANDS AND MOVEMENTS ARE REPEATED AGAIN – AND THE WHOLE STRUCTURE STARTS TO SWAY, LAUGH, AND COLLAPSE WITH FUN.

TIP FOR THE YOUTH WORKER:

- WORKS PERFECTLY ON THE 3RD–4TH DAY OF THE SESSION, WHEN THE GROUP HAS ALREADY FORMED.
- DO EVERYTHING WITH A SMILE, BUT WATCH SAFETY: IT'S BEST TO PLAY ON A SOFT SURFACE OR GRASS.

TEAM-BUILDING GAMES

ONE OF THE KEY TASKS OF ANY CAMP SESSION IS TO FORM A REAL TEAM OUT OF THE CHILDREN. A TEAM WHERE EVERYONE FEELS NEEDED, IMPORTANT, AND ACCEPTED. WHERE SUPPORT IS THE NORM, AND RESPONSIBILITY IS SHARED.

SUCH GAMES HELP CHILDREN TO:

- LEARN TO COOPERATE IN ANY SITUATION;
- FIND COMMON SOLUTIONS EVEN IN DISAGREEMENTS;
- UNDERSTAND THAT THE SUCCESS OF ONE IS THE CONTRIBUTION OF ALL;
- BUILD A "WE" RATHER THAN "I" CULTURE.

WHEN TO RUN THEM?

- IN THE MIDDLE OF THE ORGANISATIONAL PERIOD (DAY 2–4) — WHEN CHILDREN ARE ALREADY SOMEWHAT FAMILIAR WITH EACH OTHER.
- IN THE MAIN PERIOD OF THE SESSION — AS THE BASIS FOR COLLECTIVE ACTIVITIES AND PREPARATION FOR EVENTS.
- WHEN TENSION ARISES IN THE GROUP OR NEW CONFLICTS APPEAR — TO RESTORE UNITY.

IMPORTANT!

- IN TEAM-BUILDING GAMES, THERE ARE NO WINNERS OR LOSERS — ONLY A SHARED RESULT.
- THE YOUTH WORKER SHOULD FOCUS ATTENTION ON THE SUCCESS OF THE WHOLE GROUP, NOT ON INDIVIDUAL STARS.
- AFTER THE GAME, IT IS USEFUL TO HOLD A SHORT REFLECTION: "WHAT WORKED? WHAT WAS DIFFICULT? HOW DOES THIS REFLECT ON THE LIFE OF THE GROUP?"

EXAMPLES OF HOW TO USE THEM:

- BEFORE STARTING TEAM PROJECTS AND ACTIVITIES — AS A LAUNCH.
- IN CASE OF GROUP PROBLEMS — TO RESTORE CONNECTIONS.
- AS PART OF A BONDING BLOCK ON A TRIP, HIKE, OR GENERAL GATHERING.

TEAM-BUILDING GAMES ARE THE FOUNDATION OF TRUST AND INTERACTION.

WITH THEIR HELP, A CULTURE OF SUPPORT, MUTUAL ASSISTANCE, AND "WE AS A TEAM" IS FORMED, WHICH WILL WORK THROUGHOUT THE ENTIRE SESSION.



GAME: "BUILDING THE TOWER"

TYPE: TEAM INTERACTION

GOAL: DEVELOP THE SKILL OF JOINT PLANNING, COMMUNICATION, AND SUPPORT

AGE: FROM 9 YEARS OLD

FORMAT: WORKING IN SUBGROUPS (3–5 TEAMS)

TIME: 15–20 MINUTES

MATERIALS: A4 PAPER, TAPE, SKEWERS, NAPKINS, PLASTIC CUPS, ETC.

How to play:

1. DIVIDE THE GROUP INTO 3–5 TEAMS (5–7 PEOPLE EACH).
2. THE TASK: BUILD THE TALLEST POSSIBLE TOWER USING ONLY THE PROVIDED MATERIALS.
3. TIME LIMIT — 10 MINUTES, THE TEAM WORKS WITHOUT HELP FROM THE YOUTH WORKER.
4. AFTER FINISHING — CARRY OUT A "STABILITY TEST": TOUCH THE TOWER LIGHTLY — IF IT DOES NOT FALL, IT COUNTS.
5. FINAL STAGE — A SHORT DISCUSSION: WHAT WORKED? WHO WAS RESPONSIBLE FOR WHAT? WHAT HELPED OR GOT IN THE WAY?

TIP FOR THE YOUTH WORKER:

- DO NOT GIVE HINTS — THE GOAL IS NOT THE TOWER, BUT THE PROCESS.
- PAY ATTENTION TO HOW PARTICIPANTS DISTRIBUTE ROLES, LISTEN TO EACH OTHER, AND NEGOTIATE.
- THIS GAME TEACHES WORKING TOGETHER AND LISTENING, AND HELPS TO SEE DIFFERENT ROLES AND APPROACHES WITHIN THE TEAM.

GAME 2: "THE CROSSING"

TYPE: TEAM INTERACTION + PROBLEM-SOLVING

GOAL: LEARN TO AGREE, HELP EACH OTHER, AND THINK AS "ONE WHOLE"

AGE: FROM 10 YEARS OLD

FORMAT: TEAM CHALLENGE

TIME: 15 MINUTES

MATERIALS: HOOPS OR SHEETS OF PAPER (ISLANDS)

How to play:

1. PARTICIPANTS STAND ON THE "SHORE" (STARTING LINE). THEIR TASK IS FOR THE WHOLE TEAM TO "CROSS THE RIVER", STEPPING ONLY ON THE ISLANDS (HOOPS OR SHEETS OF PAPER).
2. THE NUMBER OF ISLANDS IS FEWER THAN THE NUMBER OF PARTICIPANTS (FOR EXAMPLE, 4 SHEETS FOR 6 PEOPLE).
3. ISLANDS CANNOT BE DRAGGED ALONG — THEY CAN BE PASSED OR USED JOINTLY.
4. IF SOMEONE STEPS OFF (BEYOND THE ISLAND OR INTO THE "WATER") — THE WHOLE TEAM RETURNS TO THE START.

TIP FOR THE YOUTH WORKER:

- OBSERVE HOW THE TEAM ORGANISES MOVEMENT, SUPPORTS WEAKER MEMBERS, WHO TAKES INITIATIVE, AND WHO HELPS WITHOUT WORDS.
- THE MAIN THING — DO NOT RUSH THEM!
- THIS GAME GIVES THE EXPERIENCE OF UNIFIED ACTION, SOLVING A NON-STANDARD TASK, AND REVEALS THE STRONG AND WEAK POINTS OF THE TEAM.
- AFTERWARDS, IT IS EASY TO MOVE INTO A DISCUSSION: "WHAT DOES IT MEAN TO BE A TEAM?"

GAMES TO IDENTIFY LEADERS AND ANALYSE GROUP STRUCTURE

FOR THE GROUP TO BECOME A REAL TEAM, IT IS IMPORTANT NOT ONLY TO INTRODUCE THE CHILDREN TO EACH OTHER BUT ALSO TO UNDERSTAND WHO IS WHO WITHIN THE GROUP.

WHO STRIVES TO LEAD?

WHO ACTS QUIETLY BUT IS INFLUENTIAL?

WHO FEELS COMFORTABLE IN THE ROLE OF A PERFORMER?

GAMES TO IDENTIFY LEADERS MAKE IT POSSIBLE TO:

- IDENTIFY INFORMAL LEADERS, ACTIVISTS, AND “INVISIBLE COORDINATORS”.
- UNDERSTAND INTERNAL CONNECTIONS IN THE GROUP — WHO IS DRAWN TO WHOM, WHO KEEPS THEIR DISTANCE.
- ASSIGN ROLES FOR THE FUTURE: CAPTAINS, PEOPLE RESPONSIBLE, ORGANISERS, ASSISTANTS.
- PROPERLY DISTRIBUTE TASKS AND INVOLVE EVERYONE IN GROUP ACTIVITIES.

WHEN TO RUN THEM?

- AT THE BEGINNING OF THE MAIN PERIOD — TO IDENTIFY THE FIRST INFORMAL LEADERS WHO START TAKING INITIATIVE.
- IN THE MIDDLE OF THE SESSION — WHEN DYNAMICS CAN CHANGE: NEW ACTIVE CHILDREN APPEAR, AND A CHANGE OF LEADERS IS POSSIBLE.
- BEFORE PREPARING A COLLECTIVE CREATIVE ACTIVITY, COMPETITIONS, OR QUESTS, WHERE TEAM ROLE DISTRIBUTION IS IMPORTANT.

IMPORTANT!

- DO NOT CALL THE GAME DIRECTLY A “LEADERSHIP GAME” — BETTER PRESENT IT AS A FUN ACTIVITY OR A LOGICAL TASK WHERE COORDINATION MATTERS.
- PAY ATTENTION NOT ONLY TO THOSE WHO SPEAK THE LOUDEST BUT ALSO TO INFLUENTIAL ONES “BEHIND THE CURTAIN”, AS THEY OFTEN SET THE TONE OF THE GROUP.
- DO NOT ANNOUNCE RESULTS ALOUD: THE ANALYSIS IS A TOOL FOR THE YOUTH WORKER, NOT A REASON FOR LABELS.

LEADERSHIP IDENTIFICATION GAMES ARE A TOOL FOR OBSERVATION AND FINE-TUNING GROUP LIFE.

THEY HELP BUILD A STRUCTURE OF INTERACTION IN WHICH EVERY CHILD HAS A MEANINGFUL AND FEASIBLE ROLE.



GAME: "THE ROPE"

TYPE: TEAM GAME FOR INTERACTION AND IDENTIFYING LEADERS

GOAL: TO DETERMINE INFORMAL LEADERS AND LEARN COLLECTIVE DECISION-MAKING

AGE: FROM 12 YEARS OLD

FORMAT: TEAM, WITH PROPS

TIME: 10-15 MINUTES

PROPS: A ROPE TIED INTO A LOOP (LENGTH DEPENDS ON THE NUMBER OF PARTICIPANTS — SO THAT EVERYONE CAN HOLD ON COMFORTABLY WITH BOTH HANDS)

HOW TO PLAY:

1. PARTICIPANTS STAND IN A CIRCLE, HOLDING THE ROPE LOOP WITH BOTH HANDS, WHICH IS STRETCHED INSIDE THE CIRCLE.
2. THE YOUTH WORKER GIVES THE TASK: "NOW EVERYONE MUST CLOSE THEIR EYES AND, WITHOUT LETTING GO OF THE ROPE, FORM A SHAPE — A TRIANGLE."
3. IN THE FIRST FEW SECONDS, THERE IS SILENCE AND A PAUSE. THEN SOMEONE STARTS SUGGESTING ACTIONS, ASSIGNING ROLES, OR INITIATING MOVEMENT.
4. AFTER COMPLETION — EVERYONE OPENS THEIR EYES AND EVALUATES THE RESULT.
5. NEXT, YOU CAN MAKE IT MORE CHALLENGING: "FORM A SQUARE," "A STAR," "A HEXAGON," ETC.



TIP FOR THE YOUTH WORKER:

- DO NOT INTERFERE DURING THE GAME — JUST OBSERVE.
- AFTER COMPLETING THE SHAPE, SUGGEST THAT THE GROUP ASSESS WHO LED, WHO HELPED, AND HOW DECISIONS WERE MADE.
- HOLD A SHORT REFLECTION: "WHAT WORKED? WHO STARTED SPEAKING? WHO SUPPORTED?"
- THIS GAME ALLOWS YOU TO NATURALLY AND SUBTLY IDENTIFY LEADERS IN THE GROUP, AND GIVES EXPERIENCE IN ACHIEVING A GOAL TOGETHER WITHOUT EXTERNAL CONTROL.

GAME: "FAMILY PHOTO"

TYPE: ROLE-PLAYING GAME FOR INTERACTION AND IDENTIFYING LEADERSHIP INITIATIVES

GOAL: TO OBSERVE ROLE DISTRIBUTION, LEADERSHIP, AND GROUP DYNAMICS

AGE: FROM 10 YEARS OLD

FORMAT: GROUP, PLAYFUL

TIME: 10-12 MINUTES

PROPS: NONE

HOW TO PLAY:

1. PARTICIPANTS ARE INVITED TO IMAGINE THAT THEY ARE A BIG FAMILY AND NEED TO TAKE A GROUP PHOTO FOR THE ALBUM. FROM THE GROUP, A "PHOTOGRAPHER" IS CHOSEN, WHO WILL ARRANGE THE FAMILY. THE FIRST MEMBER OF THE "FAMILY" IS ASSIGNED AS THE "GRANDFATHER" — HE ALSO TAKES PART IN THE ARRANGEMENT.
2. ALL OTHERS INDEPENDENTLY DECIDE WHO THEY WILL BE IN THE FAMILY (MOTHER, UNCLE, SISTER, BABY, ETC.) AND WHERE TO STAND. THE YOUTH WORKER GIVES NO FURTHER INSTRUCTIONS — THE CHILDREN NEGOTIATE ON THEIR OWN.
3. ONCE THE ARRANGEMENT IS FINISHED, THE "PHOTOGRAPHER" LOUDLY COUNTS: "ONE, TWO, THREE — CHEESE!" — EVERYONE SHOUTS AND CLAPS AT THE SAME TIME.

TIP FOR THE YOUTH WORKER:

- DO NOT INTERFERE WITH ROLE SELECTION — OBSERVE WHO ACTIVELY ORGANISES, WHO EASILY AGREES, AND WHO REMAINS ON THE SIDELINES.
- AFTER THE GAME, YOU CAN ASK 1-2 QUESTIONS: "HOW DID YOU CHOOSE THE ROLES?" "WAS IT EASY TO AGREE? WHY?"

THIS GAME HELPS IDENTIFY LEADERS AND INITIATIVE-TAKERS, AS WELL AS THE "PUPPET MASTER."



TRAVEL GAMES

WHY ARE THEY NEEDED?

TRAVELLING IS AN INTEGRAL PART OF CAMP LIFE: ARRIVAL, EXCURSIONS, TRIPS. OFTEN, ON THE ROAD, CHILDREN GET TIRED, BORED, START WHINING, OR BECOME WITHDRAWN. THIS CAN CREATE TENSION BOTH IN THE GROUP AND FOR THE YOUTH WORKERS.

TO AVOID THIS, IT'S IMPORTANT TO PREPARE IN ADVANCE A SIMPLE, ACTIVE, AND FUN SET OF GAMES FOR THE BUS OR TRAIN.

GAMES DURING TRAVEL HELP TO:

- RELIEVE BOREDOM AND TENSION ON THE ROAD.
- KEEP ATTENTION AND INVOLVE CHILDREN IN COLLECTIVE ACTIVITY.
- BEGIN ESTABLISHING CONTACT BETWEEN CHILDREN AND YOUTH WORKERS.
- MAKE THE JOURNEY PART OF THE CAMP ADVENTURE, NOT JUST WAITING TIME.

WHEN TO USE THEM?

- DURING LONG JOURNEYS (30 MINUTES OR MORE).
- ON THE WAY TO CAMP — AS THE FIRST WAY TO BUILD CONTACT.
- DURING EXCURSIONS OR OFF-SITE EVENTS TO MAINTAIN THE GENERAL MOOD.
- IF YOU FEEL THAT CHILDREN ARE STARTING TO "FADE" OR GET BORED.

IMPORTANT!

GAMES SHOULD BE SIMPLE, REQUIRE NO PROPS, AND BE ACCESSIBLE FOR ALL AGES.

VERBAL, NOISY BUT CONTROLLED ACTIVITIES WORK BEST.

IT'S IMPORTANT NOT TO DISTURB THE DRIVER AND TO FOLLOW SAFETY RULES (GAMES IN PLACE, WITHOUT STANDING UP).

GAMES IN TRANSPORT ARE NOT ONLY ENTERTAINMENT BUT ALSO AN OPPORTUNITY TO OBSERVE: WHO IS ACTIVE, WHO IS PASSIVE, AND WHO TALKS TO WHOM.

BUS GAMES ARE A GREAT WAY TO GET CHILDREN ON THE SAME WAVELENGTH FROM THE VERY START OF THE SESSION. IF THE JOURNEY BEGINS WITH FUN, THE SESSION WILL ALSO START WITH POSITIVE EMOTIONS.



GAME: "OUTSIDE THE WINDOW"

TYPE: VERBAL, FOR ATTENTION AND ASSOCIATIVE THINKING

GOAL: DEVELOP OBSERVATION, REACTION, AND INVOLVE EVERYONE IN JOINT ACTIVITY DURING TRAVEL

AGE: FROM 8 YEARS OLD

FORMAT: COMPETITION BETWEEN ROWS

TIME: 7–10 MINUTES

PROPS: NONE

HOW TO PLAY:

1. THE YOUTH WORKER NAMES ANY LETTER OF THE ALPHABET (FOR EXAMPLE, "B").
2. TWO ROWS IN THE BUS (LEFT AND RIGHT) COMPETE, TAKING TURNS NAMING OBJECTS STARTING WITH THAT LETTER THAT THEY SEE OUTSIDE THE WINDOW. THE YOUTH WORKER SIGNALS WHOSE TURN IT IS.
3. IF A TEAM FAILS TO ANSWER WITHIN 5 SECONDS, THE RIGHT TO NAME AN OBJECT PASSES TO THE OTHER SIDE.
4. THE GAME CONTINUES UNTIL ONE SIDE FAILS TO ANSWER FOR SEVERAL TURNS IN A ROW.
5. YOU CAN PLAY SEVERAL ROUNDS WITH NEW LETTERS.

TIP FOR THE YOUTH WORKER:

- CHOOSE SIMPLE LETTERS. MAKE SURE CHILDREN DON'T REPEAT WORDS OR POINT AT THE SAME OBJECT. THE GAME MAKES THE TRIP ACTIVE AND ENGAGING.

GAME: "SONG RELAY"

TYPE: MUSICAL, TEAM-BASED

GOAL: BOOST MOOD, DEVELOP MUSICAL MEMORY, AND STRENGTHEN TEAM SPIRIT

AGE: FROM 9 YEARS OLD

FORMAT: COMPETITION BETWEEN ROWS/HALVES OF THE BUS

TIME: 10–15 MINUTES

PROPS: NONE

HOW TO PLAY:

1. THE GROUP IS DIVIDED INTO TWO TEAMS — BY ROWS OR BUS SIDES.
2. THE YOUTH WORKER NAMES ANY LETTER OF THE ALPHABET (FOR EXAMPLE, "S"). TEAMS TAKE TURNS SINGING A LINE OR VERSE FROM A SONG STARTING WITH THAT LETTER. IF A TEAM CAN'T THINK OF A SONG WITHIN 10 SECONDS, THE OPPOSING TEAM SCORES A POINT.
3. THE WINNER IS THE TEAM WITH THE MOST POINTS AFTER A SET NUMBER OF ROUNDS (FOR EXAMPLE, 5 OR 10).
4. VARIATION: INSTEAD OF A LETTER, SET A THEME (FOR EXAMPLE: "LOVE," "NAME," "ROAD," "SCHOOL," "SUMMER"), AND TEAMS TAKE TURNS SINGING SONGS ON THAT THEME.

TIP FOR THE YOUTH WORKER:

- THIS GAME WORKS ESPECIALLY WELL IF CHILDREN HAVE ALREADY SUNG TOGETHER A LITTLE. YOU CAN PROMPT THE BEGINNING OF A LINE OR A MELODY IF CHILDREN ARE SHY. IT'S IMPORTANT THAT EVERYONE GETS INVOLVED, NOT JUST 2–3 ACTIVE PARTICIPANTS. THE GAME BOOSTS EMOTIONAL ENERGY AND UNITES THE GROUP.

MIXER GAMES AND MISCHIEF

SOMETIMES THE GROUP JUST NEEDS TO LET OUT SOME STEAM, MOVE AROUND, MAKE NOISE, AND RECHARGE. AT SUCH MOMENTS, MIXER GAMES COME TO THE RESCUE — ACTIVE, FUN, EMOTIONAL, SOMETIMES CHAOTIC, BUT ALWAYS ENERGISING.

THESE GAMES:

- DO NOT REQUIRE DEEP MEANING OR PREPARATION.
- ARE NOT TIED TO A SESSION SCENARIO OR THEME.
- WORK PERFECTLY IN TRANSITION MOMENTS, DURING GATHERINGS, WHILE WAITING FOR DINNER, OR IN THE EVENING.

WHAT ARE THEY?

MIXER GAMES ARE DYNAMIC GAME FORMATS WHERE THE MAIN GOAL IS MOVEMENT, FUN, EXCHANGING EMOTIONS, AND CHANGING PLACES.

THEY CAN INCLUDE SHORT IMPROVISATIONS, NOISY TASKS, LIGHT PRANKS, OR PLAYFUL “CHAOS” — ALL FOR THE SAKE OF LAUGHTER AND RELIEVING TENSION.

WHEN TO USE THEM?

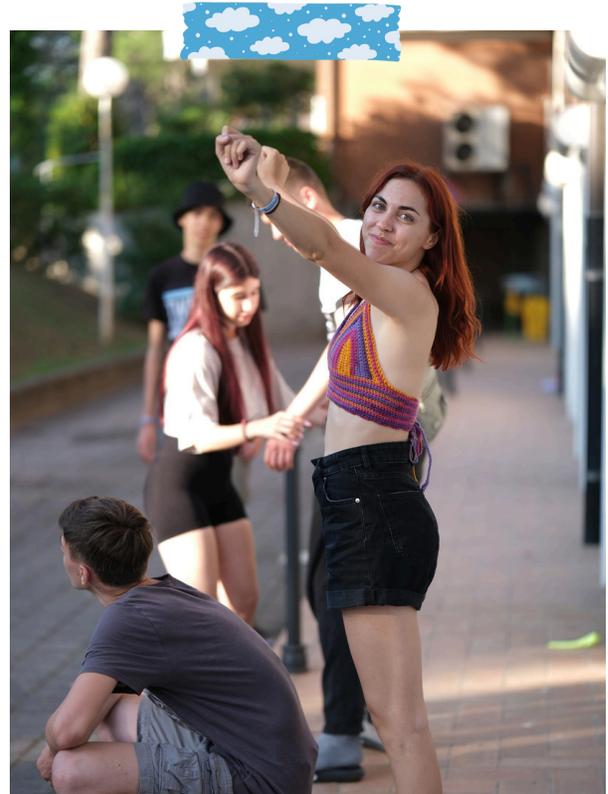
- WHEN CHILDREN ARE STARTING TO GET TIRED, MOODY, OR DISTRACTED;
- BETWEEN SERIOUS ACTIVITIES — TO SWITCH THINGS UP;
- DURING GATHERINGS, LINE-UPS, EVENING EVENTS, OR UNSCRIPTED TIME;
- WHILE WAITING (FOR EXAMPLE, FOR THE STAGE, DINING HALL, OR BUS).

FEATURES:

- NO PREPARATION OR PROPS NEEDED.
- PERFECT FOR SPONTANEOUS LAUNCH ACCORDING TO THE MOOD.
- SUITABLE FOR ALL AGES — SIMPLY ADAPT THE RULES.
- OFTEN REPEATED — CHILDREN ARE HAPPY TO PLAY THEM OVER AND OVER.

MIXER GAMES ARE THE YOUTH WORKER'S EMERGENCY TOOL: IF THE MOOD DROPS OR THE ATMOSPHERE NEEDS AN URGENT “SHAKE-UP” — START A MIXER!

EVERYONE WILL HAVE FUN.



GAME: "BOOM-BOOM-QUACK"

TYPE: RHYTHMIC, FOR ATTENTION

GOAL: TO ENERGISE, "UNFREEZE" ATTENTION, AND CREATE LAUGHTER

AGE: FROM 8 YEARS OLD

FORMAT: IN A CIRCLE

TIME: 5-7 MINUTES

PROPS: NONE

HOW TO PLAY:

1. EVERYONE STANDS IN A CIRCLE. ONE PLAYER STARTS AND SAYS TO THEIR NEIGHBOUR ON THE RIGHT:
 - - "BOOM" — CLAP ONCE AND PASS IT ON.
 - - "BOOM-BOOM" — CLAP TWICE, AND THE DIRECTION CHANGES.
 - - "QUACK" — THE TURN IS PASSED OVER ONE PLAYER (SKIPPING THE NEIGHBOUR).
2. IF SOMEONE MAKES A MISTAKE, THEY CLAP LOUDLY TO THEMSELVES AND EITHER STEP OUT TO BECOME A "SPECTATOR" OR COMPLETE A FUNNY FORFEIT (FOR EXAMPLE: SING DRAMATICALLY AND RETURN TO THE CIRCLE).

WHY THIS GAME WORKS:

- LIFTS THE MOOD;
- GETS EVERYONE INTO A QUICK RHYTHM;
- PERFECT WARM-UP BEFORE AN EVENING PROGRAMME.

GAME: "PRINCESS - KNIGHT - DRAGON"

TYPE: ACTIVE TEAM MIXER

GOAL: ENERGISE, IMMERSE IN GROUP DYNAMICS, CREATE A JOYFUL EMOTIONAL BOOST

AGE: FROM 7 YEARS OLD

FORMAT: COMPETITION BETWEEN TEAMS (ROWS, BUS SIDES, PAIRS)

TIME: 5-8 MINUTES

PROPS: NONE

HOW TO PLAY:

1. DIVIDE THE CHILDREN INTO 2 TEAMS AND EXPLAIN THE ROLES:
 - KNIGHT — "DEFEATS" THE DRAGON.
 - DRAGON — "EATS" THE PRINCESS.
 - PRINCESS — "ENCHANTS" THE KNIGHT.
2. IN EACH ROUND, TEAMS SIMULTANEOUSLY ACT OUT THEIR CHARACTER WITH SOUND:
 - KNIGHT — MIME SWINGING A SWORD AND SHOUT "AH-HOO!"
 - DRAGON — ROAR AND SPREAD YOUR "WINGS" (ARMS) WIDE.
 - PRINCESS — BOW, MAKE A HEART SHAPE WITH YOUR HANDS, AND SAY "ME-ME-ME" IN A SWEET VOICE.
3. SCORING PER ROUND:
 - KNIGHT BEATS DRAGON.
 - DRAGON BEATS PRINCESS.
 - PRINCESS BEATS KNIGHT.

THE WINNING TEAM GETS 1 POINT. PLAY 3-5 ROUNDS. THE TEAM WITH THE MOST POINTS WINS.

TIP FOR THE YOUTH WORKER:

- KEEP IT SIMPLE AND HIGH ENERGY.
- MAKE SURE EVERY PARTICIPANT DOES BOTH THE MOVEMENT AND SOUND!

GAMES FOR RELEASING EMOTIONAL TENSION

CAMP MEANS CONSTANT INTERACTION, HIGH SOCIAL ACTIVITY, CHANGING IMPRESSIONS, AND A SHIFTING PACE. ALL THIS LEADS TO FATIGUE AND EMOTIONAL BUILD-UP — ESPECIALLY IN OLDER GROUPS, WHERE TEENAGERS ARE ALREADY GOING THROUGH INTENSE INNER EXPERIENCES.

LIKE ADULTS, THEY NEED EMOTIONAL RELEASE. WITHOUT IT, TENSION BUILDS AND CAN “EXPLODE” AS CONFLICTS, IRRITABILITY, WITHDRAWAL, OR ISOLATION.

WHEN AND HOW TO USE:

- AFTER A BUSY, EVENT-FILLED DAY OR PERFORMANCE;
- WHEN YOU FEEL THE GROUP’S MOOD DROP OR ATMOSPHERE BECOME “HEAVY”;
- WHEN RELATIONSHIPS GET TENSE, ESPECIALLY BETWEEN BOYS AND GIRLS;
- AFTER STRONG EMOTIONAL MOMENTS: LOSING, ARGUING, OR STRESSFUL TEAMWORK.

WHAT THESE GAMES GIVE:

- RELEASE PHYSICAL AND EMOTIONAL TENSION.
- BALANCE THE GROUP’S MOOD.
- PROVIDE A SAFE, CONTROLLED WAY TO EXPRESS EMOTIONS.
- CREATE A SENSE OF TRUST AND OPENNESS WITHIN THE GROUP.

YOUTH WORKER’S ROLE:

- CREATE A SAFE, ACCEPTING ENVIRONMENT — DON’T JUDGE EMOTIONS SHOWN.
- PLAY ON EQUAL TERMS: JOIN IN, DON’T JUST OBSERVE.
- RESPECT BOUNDARIES: IF A CHILD WANTS TO SIT OUT, LET THEM.
- SUPPORT REFLECTION AFTER THE GAME: “WHAT DID YOU FEEL?” “WHAT DID YOU ENJOY?” “WHAT WAS SURPRISING?”.

THESE GAMES ARE LIKE A WARM SHOWER AFTER A STRESSFUL DAY — SIMPLE, HONEST, SOMETIMES NOISY, SOMETIMES QUIET — THEY HELP CHILDREN RECONNECT WITH THEMSELVES, TUNE INTO OTHERS, AND FIND INNER BALANCE.

GAME: "COMPLIMENTS"

TYPE: VERBAL, COMMUNICATIVE

GOAL: REDUCE TENSION, OVERCOME SHYNESS, STRENGTHEN POSITIVE GROUP RELATIONSHIPS

AGE: FROM 8 YEARS OLD

FORMAT: IN PAIRS, IN A CIRCLE

TIME: 7-10 MINUTES

PROPS: NONE

HOW TO PLAY:

1. PARTICIPANTS SPLIT INTO TWO EQUAL GROUPS AND STAND IN TWO CIRCLES — INNER AND OUTER — FACING EACH OTHER TO FORM PAIRS.
2. ON THE SIGNAL, EACH PAIR HAS 30-60 SECONDS TO TAKE TURNS GIVING EACH OTHER COMPLIMENTS.
3. ON COMMAND, THE OUTER CIRCLE SHIFTS ONE PERSON CLOCKWISE, AND THE GAME CONTINUES WITH A NEW PARTNER.
4. THE AIM IS FOR EACH PERSON TO BOTH GIVE AND RECEIVE SEVERAL KIND WORDS DURING THE GAME.

TIPS FOR THE YOUTH WORKER:

- EMPHASISE SINCERITY — ORIGINALITY ISN'T REQUIRED
- COMPLIMENTS CAN BE ABOUT PERSONALITY, APPEARANCE, ACTIONS, OR MOOD
- THIS GAME EASES TENSION, STRENGTHENS BONDS, BOOSTS SELF-ESTEEM, AND DEVELOPS THE SKILL OF GIVING AND RECEIVING KIND WORDS

GAME: "DANCE YOUR MOOD"

TYPE: DANCE-REFLECTION GAME

GOAL: RELEASE BUILT-UP EMOTIONAL TENSION, EXPERIENCE AND TRANSFORM FEELINGS INTO POSITIVE STATES

AGE: FROM 9 YEARS OLD

FORMAT: INDIVIDUAL, IN A GROUP

TIME: 7-12 MINUTES

PROPS: MUSIC (MATCHED TO EACH STAGE)

HOW TO PLAY:

1. SET-UP: "NOW WE'LL DANCE OUR EMOTIONS — FROM NEGATIVE TO POSITIVE. DON'T THINK ABOUT HOW YOU LOOK. JUST MOVE AS YOU FEEL."
2. STAGE 1 — NEGATIVE (1.5-2 MIN): TENSE MUSIC — DANCE ANGER, ANXIETY, TIREDNESS. STOMP, SWING ARMS, SHAKE OFF TENSION.
3. STAGE 2 — TRANSITION (1 MIN): CALM MUSIC — SMOOTH, FLOWING MOVEMENTS, LETTING GO AND "FLOATING."
4. STAGE 3 — POSITIVE (2-3 MIN): JOYFUL, LIGHT MUSIC — DANCE HAPPINESS, FREEDOM, FUN, DOING WHATEVER FEELS RIGHT!
5. FINISH: PAUSE, DEEP BREATH, SHORT PHRASE: "THANK YOU FOR THE MOVEMENT. THANK YOU TO MYSELF."

TIP FOR THE YOUTH WORKER:

- JOIN THE DANCE YOURSELF — CHILDREN WILL FEEL FREER.
- PREPARE THE MUSIC IN ADVANCE — THREE TRACKS WITH DIFFERENT MOODS.
- THIS GAME WORKS ESPECIALLY WELL IN THE EVENING, AFTER A BUSY DAY OR INTENSE GROUP INTERACTION.
- IT HELPS TO SAFELY EXPRESS AND RELEASE NEGATIVE EMOTIONS, PROVIDES PHYSICAL AND EMOTIONAL RESOURCES, AND FOSTERS INNER BALANCE AND TRUST WITHIN THE GROUP.

QUIET GAMES

WHEN ARE THEY NEEDED?

SOMETIMES CIRCUMSTANCES REQUIRE STAYING INDOORS: RAIN, SNOW, HEAT, TECHNICAL DIFFICULTIES, LATE HOURS, OR SIMPLY THE NEED TO SWITCH TO A CALMER MODE.

AT SUCH MOMENTS, QUIET, LOW-MOVEMENT GAMES THAT CAN BE PLAYED IN THE DORMITORY, HALL, OR EVEN RIGHT IN THE ROOM WILL HELP.

WHY ARE THEY NEEDED?

- MAINTAIN GROUP ACTIVITY WITHOUT BREAKING QUIET HOURS.
- HELP CHILDREN CALM DOWN AFTER LIVELY EVENTS.
- DEVELOP ATTENTION, MEMORY, SPEECH, AND IMAGINATION.
- UNITE THE GROUP IN A COZY, SAFE ATMOSPHERE.

WHEN THEY ARE ESPECIALLY APPROPRIATE:

- DURING BAD WEATHER OR AFTER LIGHTS-OUT;
- DURING FREE TIME;
- AFTER INTENSE ACTIVITIES;
- WHEN IT'S IMPORTANT TO GROUND AND CALM THE GROUP;
- IF CHILDREN ARE TIRED AND NEED A CHANGE OF PACE.

TIPS FOR THE YOUTH WORKER:

- CHOOSE GAMES BASED ON THE AGE AND EMOTIONAL STATE OF THE GROUP.
- KEEP THE ATMOSPHERE LIGHT AND FRIENDLY — NO LOUD SHOUTING OR UNNECESSARY NOISE.
- REMEMBER: IN QUIET MOMENTS, CHILDREN REVEAL THEMSELVES DIFFERENTLY — ATTENTION, HUMOR, AND IMAGINATION COME TO THE FOREFRONT.

GAME: "THE STORY BAG"

TYPE: IMAGINATION AND BONDING

GOAL: DEVELOP CREATIVITY, BUILD TEAM SPIRIT

AGE: FROM 9 YEARS OLD

FORMAT: IN A CIRCLE

TIME: 10–15 MINUTES

PROPS: BAG WITH OBJECTS (SPOON, GLASSES, TOY, SCARF, ETC.)

HOW TO PLAY:

1. PARTICIPANTS TAKE TURNS PULLING AN ITEM FROM THE BAG WITHOUT LOOKING.
2. THE ONE WHO DRAWS IT STARTS A STORY WHERE THE ITEM PLAYS A ROLE.
3. THE NEXT PLAYER CONTINUES — AND SO ON AROUND THE CIRCLE.
4. IT BECOMES ONE SHARED, FUNNY, OR UNEXPECTED STORY.

TIP FOR THE YOUTH WORKER:

- CHOOSE INTERESTING, SURPRISING OBJECTS TO SPARK IMAGINATION.
- IF SOMEONE IS SHY, SUGGEST CONTINUING WITH: "AND THEN THIS HAPPENED..."
- CAN ALSO BE USED AS AN EVENING REFLECTION: OBJECTS SYMBOLISE EVENTS OF THE DAY, AND THE STORY BECOMES A GROUP "DIARY."

GAME: "CAMP MAFIA" (SIMPLIFIED)

TYPE: ROLEPLAY, ANALYTICAL

GOAL: DEVELOP LOGIC, OBSERVATION, TEAM THINKING

AGE: FROM 10 YEARS OLD

FORMAT: IN A CIRCLE

TIME: 20–30 MINUTES

PROPS: ROLE CARDS (2 TROUBLEMAKERS [MAFIA], 1 MEDIC, 1 YOUTH WORKER [SHERIFF], REST ARE CAMPERS [VILLAGERS]). ROLES ADJUSTED TO GROUP SIZE.

HOW TO PLAY:

1. PARTICIPANTS DRAW CARDS SECRETLY.
2. THE YOUTH WORKER EXPLAINS: "NIGHT FALLS IN CAMP, EVERYONE CLOSES THEIR EYES."
3. ROLES ARE CALLED IN ORDER:
 - TROUBLEMAKERS: OPEN EYES, CHOOSE SOMEONE TO "REMOVE" FROM THE GAME.
 - MEDIC: MAY SAVE ONE PLAYER.
 - YOUTH WORKER: ASKS THE LEADER WHO THE TROUBLEMAKERS ARE.
4. MORNING: THE LEADER ANNOUNCES WHO WAS "HIT" (UNLESS SAVED), AND DISCUSSION BEGINS — WHO'S SUSPICIOUS? TOO QUIET? TALKING TOO MUCH?
5. THE GROUP VOTES TO "REMOVE" SOMEONE.
6. PLAY CONTINUES UNTIL ONLY VILLAGERS OR TROUBLEMAKERS REMAIN.

TIP FOR THE YOUTH WORKER:

- USE THE CAMP ATMOSPHERE AND HUMOR: LET THE MAFIA BE THE "RULE BREAKERS," THE YOUTH WORKER BE THE "DORM DUTY OFFICER," AND THE MEDIC BE THE "NURSE FROM THE INFIRMARY".
- MAKE SURE NO ONE FEELS OFFENDED BY THE VOTES OR DISCUSSIONS — EMPHASIZE THAT THIS IS A ROLE-PLAYING GAME, NOT A PERSONAL EVALUATION.

GAMES WITH THE AUDIENCE

SOMETIMES, BEFORE THE START OF AN EVENING EVENT, YOU NEED TO WARM UP THE AUDIENCE, SET THEM IN THE MOOD FOR FUN, OR SIMPLY KEEP THEM ENGAGED WHILE PREPARATIONS ARE UNDERWAY. GAMES WITH THE AUDIENCE ARE YOUR UNIVERSAL TOOL FOR SITUATIONS WHEN YOU NEED TO QUICKLY INVOLVE AND CAPTURE THE ATTENTION OF EVERYONE PRESENT.

WHERE TO USE:

- BEFORE CONCERTS, SHOWS, AND OTHER ALL-CAMP EVENTS;
- DURING TECHNICAL DELAYS WHEN YOU NEED TO FILL 5–10 MINUTES;
- AT ANY EVENING GATHERING WHERE ATMOSPHERE AND AUDIENCE CONNECTION MATTER.

WHAT'S IMPORTANT:

- SIMPLICITY OF RULES — THE EXPLANATION SHOULD TAKE NO MORE THAN 30 SECONDS.
- ENERGY — THE GAME SHOULD BE LIVELY, FAST, AND EMOTIONAL.
- MAXIMUM PARTICIPATION — IDEALLY, ALL GROUPS JOIN IN AT THE SAME TIME.
- INTERACTION WITH THE AUDIENCE — THE HOST (YOUTH WORKER) WORKS WITH A MICROPHONE OR FROM THE CENTER OF THE ROOM, SETS THE TONE, MOVES AROUND, AND RESPONDS TO THE CROWD.

TIPS FOR THE YOUTH WORKER:

- ALWAYS HAVE 3–5 READY-TO-GO GAMES THAT REQUIRE NO PROPS.
- WORK LOUDLY, CONFIDENTLY, AND WITH A SMILE — THE AUDIENCE WILL FEEL YOUR ENERGY.
- CONSIDER THE AGE OF THE AUDIENCE: YOUNGER KIDS NEED MORE MOVEMENT AND REPETITION, OLDER ONES APPRECIATE HUMOR AND TEAMWORK.
- BE READY TO IMPROVISE: INVITE SOMEONE ON STAGE, MAKE JOKES, OR TURN ANY SITUATION INTO PART OF THE GAME.



GAME: "LITTLE FISH"

TYPE: MOTOR-ATTENTION GAME FOR THE WHOLE AUDIENCE

PURPOSE: WARM UP ATTENTION, CREATE AN ELEMENT OF SURPRISE, AND ENGAGE EVERYONE

AGE: FROM 7 YEARS

FORMAT: PARTICIPANTS — THE AUDIENCE, HOST — ON STAGE OR IN THE CENTER

TIME: 3–5 MINUTES

PROPS: NONE

How to play:

1. THE HOST EXPLAINS TO THE AUDIENCE: "WITH MY LEFT HAND, I WILL SHOW THE SEA LEVEL — MAKING WAVE-LIKE MOVEMENTS. WITH MY RIGHT HAND — A GOLDFISH THAT JUMPS UP AND DIVES UNDER THE WATER. WHEN THE FISH DIVES, THERE'S A SPLASH — A CLAP!"
2. PARTICIPANTS WATCH THE HOST'S HANDS:
 - WHEN THE "FISH" JUMPS OUT OF THE SEA (RIGHT HAND QUICKLY UP AND DOWN) — THEY CLAP THEIR HANDS.
 - WHEN THE "FISH" IS FULLY UNDERWATER — SILENCE, NO REACTION.
3. THE HOST GRADUALLY SPEEDS UP THE MOVEMENTS: STARTING SLOWLY, THEN GETTING FASTER AND FASTER, CHALLENGING THE AUDIENCE TO STAY FOCUSED AND REACT QUICKLY.

TIPS FOR THE YOUTH WORKER:

- START SLOW AND BUILD THE PACE — THIS WAY THE WHOLE AUDIENCE GETS ENGAGED STEP BY STEP.
- THE UNPREDICTABLE MOVEMENT OF THE "FISH" CREATES EXCITEMENT AND ENERGY.
- PERFECT FOR QUICKLY SHIFTING ATTENTION BEFORE THE START OF A PROGRAM OR DURING A SHORT DELAY.

GAME: "THEATRE"

TYPE: DYNAMIC, TEAM-BASED AUDIENCE GAME

PURPOSE: ENGAGE THE CROWD, ENERGIZE EMOTIONS, AND CREATE A SENSE OF SHARED ACTION

AGE: FROM 7 YEARS

FORMAT: DIVIDE THE AUDIENCE INTO 4 GROUPS

TIME: 3–5 MINUTES

PROPS: NONE

How to play:

1. THE HOST ADDRESSES THE AUDIENCE: "ATTENTION! TODAY YOU'VE ALL STEPPED INTO A REAL THEATRE! BUT IT'S NOT AN ORDINARY ONE — HERE, YOU WILL BECOME PART OF THE SHOW! WE WILL DIVIDE OUR HALL INTO FOUR GROUPS, AND EACH WILL HAVE AN IMPORTANT ROLE!"
2. DIVIDE THE AUDIENCE INTO 4 PARTS (BY ROWS OR SECTIONS):
 - RIGHT CURTAINS — MIMIC PULLING A CURTAIN WITH THE RIGHT HAND, SAYING "WHOOSH, WHOOSH"
 - LEFT CURTAINS — SAME WITH THE LEFT HAND, "WHOOSH, WHOOSH"
 - ORCHESTRA — EVERYONE PRETENDS TO PLAY AN INSTRUMENT (GUITAR, VIOLIN, DRUMS, ETC.)
 - AUDIENCE — CLAP LOUDLY AND CHEER
 - AFTER A QUICK REHEARSAL, THE HOST CALLS OUT EACH GROUP IN TURN: "RIGHT CURTAINS — WHOOSH, WHOOSH!", "LEFT CURTAINS — WHOOSH, WHOOSH!", "ORCHESTRA — FANFARE!", "AUDIENCE — APPLAUSE!" AFTER ONE OR TWO ROUNDS, THE PACE CAN BE INCREASED TO CREATE THE EFFECT OF A "FINAL REHEARSAL."
3. FINAL LINE FROM THE HOST: "THE PERFORMANCE BEGINS!" — YOU CAN NOW MOVE ON TO THE MAIN EVENT.

TIPS FOR THE YOUTH WORKER:

- HOST THE GAME WITH THEATRICAL EXPRESSION AND BRIGHT INTONATION — THE CROWD WILL NATURALLY JOIN IN.
- USE IT AS A WARM-UP BEFORE A CONCERT OR STAGE PERFORMANCE.

GAMES IN CAMP AREN'T JUST FUN ENTERTAINMENT. THEY'RE A PRACTICAL TOOL FOR A YOUTH WORKER — HELPING TO BUILD A TEAM, DEVELOP PARTICIPANTS, AND MAKE THE SESSION TRULY LIVELY. THE ONE WHO KNOWS HOW TO PLAY NATURALLY BECOMES THE CENTER OF CHILDREN'S ATTENTION, TRUST, AND INTEREST — CREATING A TRULY MEANINGFUL AND ENGAGING ENVIRONMENT.



TRANSFORMATIONAL GAMES

TRANSFORMATIONAL GAMES (T-GAMES) ARE A SPECIAL FORMAT OF PLAY WHERE ENTERTAINMENT IS COMBINED WITH PERSONAL GROWTH, EMOTIONAL DEVELOPMENT, AND SELF-DISCOVERY. IN THE CONTEXT OF A YOUTH CAMP, THEY BECOME A POWERFUL TOOL FOR SOCIALIZATION, UNLOCKING POTENTIAL, AND BUILDING IMPORTANT SKILLS IN TEENAGERS.

WHAT MAKES TRANSFORMATIONAL GAMES UNIQUE?

THEY GO BEYOND ORDINARY LEISURE ACTIVITIES. AT THE CORE ARE PSYCHOLOGICAL AND COACHING APPROACHES, ELEMENTS OF TRAINING, THEATRICALITY, AND WORKING WITH METAPHOR. THE YOUTH WORKER IN SUCH A GAME IS NOT JUST A FACILITATOR BUT A GUIDE AND MENTOR, CAPABLE OF STEERING THE PROCESS TOWARD AWARENESS AND PERSONAL TRANSFORMATION.

GOALS OF T-GAMES IN CAMP:

- HELP PARTICIPANTS ADAPT AND INTEGRATE INTO THE GROUP.
- STIMULATE SELF-REFLECTION AND AWARENESS.
- DEVELOP EMOTIONAL INTELLIGENCE.
- UNCOVER LEADERSHIP AND COMMUNICATION SKILLS.
- SUPPORT TEENAGERS IN THE PROCESS OF SELF-IDENTIFICATION.

EXAMPLES OF TRANSFORMATIONAL GAMES:

- BOARD GAMES WITH METAPHORICAL OR COACHING CONTENT (“THE PATH TO THE DREAM”, “SELF-SABOTAGE”).
- ROLE-PLAYING AND STORY-BASED GAMES (SIMULATIONS OF SOCIAL SITUATIONS, DECISION-MAKING, INTERACTIONS).
- TEAM TRAINING GAMES (“STONES OF FATE”, “BOUNDARY OF POSSIBILITIES”).
- GAMES WITH ELEMENTS OF ART THERAPY, STORYTELLING, SYMBOLIC ACTIONS.

HOW TO RUN A TRANSFORMATIONAL GAME:

PREPARATION:

- DEFINE THE GOAL: WHAT SHOULD THE GAME TEACH OR HELP THE PLAYERS UNDERSTAND?
- CHOOSE A GAME APPROPRIATE FOR THE AGE AND OBJECTIVES.
- PLAN THE STRUCTURE: INTRODUCTION, GAMEPLAY, REFLECTION.

DELIVERY:

- CREATE A SAFE ATMOSPHERE.
- EXPLAIN THE RULES WITHOUT REVEALING ALL THE DEEPER MEANINGS BEFOREHAND.
- SUPPORT PARTICIPANTS BUT AVOID IMPOSING CONCLUSIONS.

REFLECTION:

- ASK: “WHAT DID YOU DISCOVER ABOUT YOURSELF?”, “WHAT WAS IMPORTANT?”, “WHAT STUCK WITH YOU?”
- ALLOW PLAYERS TO EXPRESS FEELINGS AND INSIGHTS.
- SUMMARIZE, LINKING THE GAME EXPERIENCE TO REAL-LIFE SITUATIONS.

ROLE OF THE YOUTH WORKER IN T-GAMES:

- BE ATTENTIVE AND OBSERVANT, ABLE TO HOLD THE PROCESS TOGETHER.
- AVOID JUDGMENT — SUPPORT THE EXPRESSION OF ALL EMOTIONS.
- KNOW HOW TO CLOSE THE GAME GENTLY, EVEN IF STRONG FEELINGS ARISE.

BENEFITS OF T-GAMES IN CAMP:

- DEEPEN TEAM BONDS;
- MAKE LEISURE TIME MEANINGFUL;
- HELP CHILDREN BUILD CONFIDENCE;
- GIVE THE YOUTH WORKER A TOOL FOR DEEP EDUCATION WITHOUT LECTURES.

TRANSFORMATIONAL GAMES ARE NOT A MAGIC PILL, BUT WHEN USED CORRECTLY, THEY BECOME AN INVALUABLE RESOURCE. THEY BRING THE CAMP TO LIFE, GIVE FAMILIAR FORMATS NEW MEANING, AND ALLOW EACH CHILD TO GET A LITTLE CLOSER TO THEIR TRUE SELF.

INCORPORATE T-GAMES INTO YOUR WORK, AND YOU WILL SEE CHANGES IN THE CHILDREN, THE TEAM, AND IN YOUR OWN EDUCATIONAL PRACTICE.



CAMP GAME CONSTRUCTOR

WHY IS A GAME CONSTRUCTOR NEEDED? IN THE WORK OF A YOUTH WORKER, IT IS IMPORTANT NOT ONLY TO BE ABLE TO USE READY-MADE GAMES BUT ALSO TO DESIGN YOUR OWN TO SUIT SPECIFIC OBJECTIVES, THE PARTICIPANTS' AGE, AND THE DYNAMICS OF THE GROUP.

A GAME CONSTRUCTOR HELPS STRUCTURE THE PROCESS OF CREATING A GAME, MAKING IT MANAGEABLE AND PURPOSEFUL. IT TEACHES YOU TO SEE A GAME AS AN EDUCATIONAL TOOL, NOT JUST ENTERTAINMENT.

WHAT IS IT? A GAME CONSTRUCTOR IN CAMP PEDAGOGY IS A METHODOLOGICAL APPROACH THAT ALLOWS YOU TO BUILD A NEW GAME FROM "MODULES" OR ELEMENTS: GOAL, MECHANICS, STORYLINE, RULES, AND FORMAT. USING THIS APPROACH, THE YOUTH WORKER NOT ONLY SELECTS A GAME FROM THE ARSENAL BUT CREATES A PRODUCT THAT EXACTLY MEETS THE NEEDS OF A SPECIFIC SITUATION.

WHEN IS IT USED?

- WHEN IT'S NECESSARY TO ADAPT A GAME FOR A SPECIFIC GROUP (E.G., YOUNGER TEENS, SHY CHILDREN, ETC.).
- WHEN IT'S IMPORTANT TO DESIGN A GAME FOR A SPECIFIC PURPOSE: INTRODUCTIONS, TEAM BUILDING, STRESS RELIEF.
- WHEN WORKING WITH LIMITED CONDITIONS (SPACE, PROPS, TIME).

ADVANTAGES:

- INCREASES PARTICIPANT ENGAGEMENT — CHILDREN FEEL THE GAME IS "FOR THEM."
- ALLOWS QUICK RESPONSES TO CHANGES IN THE GROUP.
- DEVELOPS THE YOUTH WORKER'S CREATIVITY AND EDUCATIONAL THINKING.

PRINCIPLES OF WORKING WITH A GAME CONSTRUCTOR:

GOAL SETTING: FIRST, DEFINE WHY THIS GAME IS NEEDED. WHAT PROBLEM SHOULD IT SOLVE?

AUDIENCE ANALYSIS: AGE, GROUP CHARACTERISTICS, AND CURRENT STATE.

CHOOSING GAME MECHANICS: TEAM-BASED, INDIVIDUAL, COMPETITIVE, TRUST-BUILDING, MOVEMENT, QUIET, ETC.

ADDING FORM AND STORYLINE: LORE, TITLE, ROLE ELEMENTS.

DEVELOPING RULES: CLEAR, UNDERSTANDABLE, ADAPTED TO PARTICIPANTS.

TESTING: IF POSSIBLE, DO A "TRIAL RUN" WITH COLLEAGUES OR ADJUST DURING PLAY.

IMPORTANT TO REMEMBER:

- EVEN THE SIMPLEST GAME CAN BECOME TRANSFORMATIONAL IF IT TRULY MEETS THE CHILDREN'S NEEDS.
- IT'S NOT NECESSARY TO OVERCOMPLICATE THE MECHANICS — THE SIMPLER, THE CLEARER.
- A GAME DOESN'T WORK WITHOUT A FACILITATOR. THE PERSONALITY OF THE YOUTH WORKER IS THE KEY TO SUCCESS.
- USING A GAME CONSTRUCTOR MAKES THE YOUTH WORKER'S APPROACH CONSCIOUS AND ALLOWS THEM TO WORK CREATIVELY RATHER THAN BY TEMPLATE, CREATING A UNIQUE GAMING EXPERIENCE FOR CHILDREN IN EVERY CAMP SESSION.

How to work with the Camp Game Constructor

The Camp Game Constructor is not a rigid template but a flexible system designed to help you structure your ideas and turn them into a fully developed, well-thought-out game.

Ways to Use the Constructor

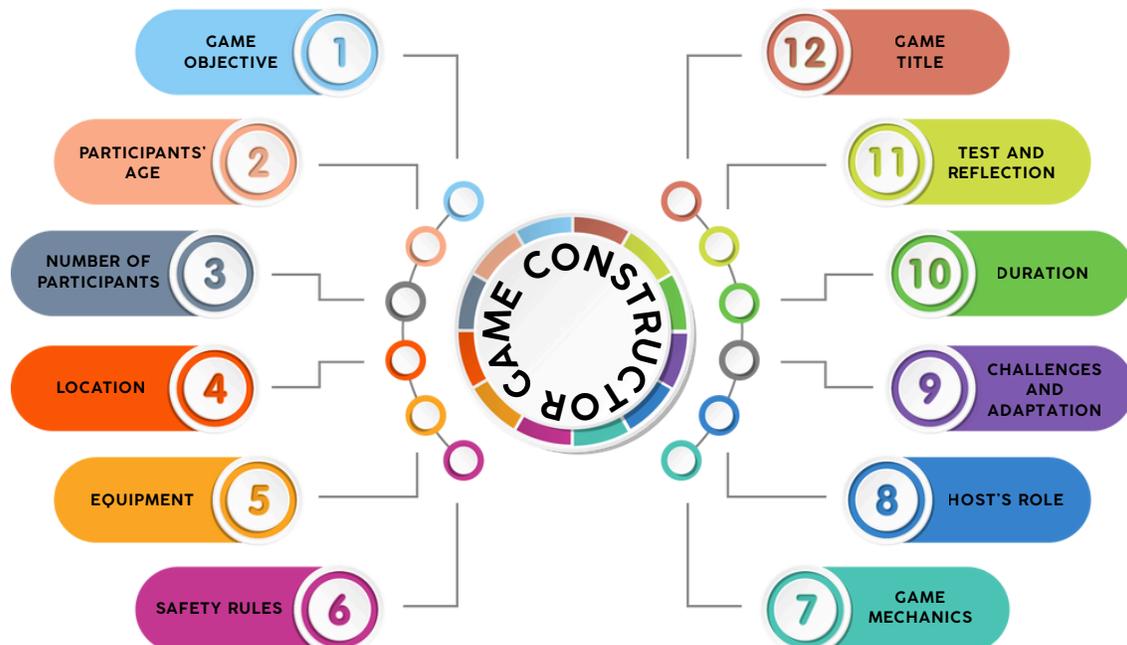
- DURING PREPARATION — TO PLAN THE MECHANICS, ROLES, AND GOALS OF THE GAME IN ADVANCE.
- IN A TEAM — BY DIVIDING THE CREATION OF DIFFERENT ELEMENTS AMONG YOUTH WORKERS.
- WHEN ADAPTING GAMES — TO TRANSFORM AN EXISTING ACTIVITY TO MATCH THE CAMP THEME OR SESSION FORMAT.
- WHEN TRAINING NEW YOUTH WORKERS — AS A GUIDE FOR ANALYZING AND DESIGNING GAME PRACTICES.

The constructor helps you not only come up with a game but also spot weak points before you start. Begin with a clear understanding of what you want to achieve in the group — trust, laughter, focus, or cooperation. This will define the overall direction.

When creating a game, picture it in action: how it starts, what emotions it sparks, and how it ends. It's important for everything to feel logical and well-paced — without "slow spots" or overwhelming complexity.

When choosing props and a location, consider the real conditions of the camp: what's available, how much space you have, and the current stage of the day and the camp session. Safety should always be built into the mechanics, not added afterwards.

If you're unsure, test the game with colleagues. This will help you refine the mechanics and predict potential challenges. After the game, always record your observations — what worked well and what needs improvement.



BEHAVIOR OF THE YOUTH WORKER DURING THE GAME

THE SUCCESS OF ANY CAMP GAME LARGELY DEPENDS ON THE BEHAVIOR OF THE YOUTH WORKER. THEY DON'T JUST EXPLAIN THE RULES — THEY BECOME THE SOURCE OF ENERGY, RHYTHM, AND THE EMOTIONAL TONE OF THE GAME. THE YOUTH WORKER'S BEHAVIOR SHOULD BE:

- BRIGHT AND EXPRESSIVE — CHILDREN “CATCH” THE ADULT'S EMOTIONALITY.
- CONFIDENT — IF THE LEADER IS UNSURE, CHILDREN LOSE INTEREST OR START “TESTING THE BOUNDARIES.”
- FLEXIBLE — IT'S IMPORTANT TO REACT QUICKLY TO CHANGES: BOREDOM, FATIGUE, EXCESSIVE EXCITEMENT.
- INVOLVED — IT'S IMPORTANT NOT TO WATCH FROM THE SIDELINES BUT TO BE A CO-PARTICIPANT IN THE PROCESS, TO BE “IN THE GAME.”
- SUPPORTIVE — DON'T SHAME, COMPARE, OR MOCK PARTICIPANTS' MISTAKES; INSTEAD, ENCOURAGE AND PRAISE THEM FOR PARTICIPATING.

DIAGNOSIS AND OBSERVATION THROUGH THE GAME

A GAME IS NOT ONLY ENTERTAINMENT BUT ALSO A TOOL FOR OBSERVATION. THE YOUTH WORKER SHOULD BE ABLE TO:

- IDENTIFY INFORMAL LEADERS AND “HIDDEN INFLUENCERS” BY THEIR BEHAVIOR IN TEAM EXERCISES.
- NOTICE OUTSIDERS AND THOSE WHO AVOID PARTICIPATION — THIS IS A SIGNAL FOR INDIVIDUAL WORK.
- UNDERSTAND GROUP DYNAMICS: WHO GRAVITATES TOWARD WHOM, AND WHAT CONFLICTS MIGHT ARISE.
- DETERMINE THE SQUAD'S LEVEL OF ADAPTATION BY HOW WILLINGLY CHILDREN PLAY, FOLLOW THE RULES, AND SHOW INITIATIVE.

REFLECTION AFTER THE GAME

ANY MEANINGFUL GAME SHOULD END WITH A SHORT DISCUSSION, ESPECIALLY IF ITS GOAL WAS TO DEVELOP SKILLS, TEAMWORK, OR SELF-AWARENESS. THE FORMAT OF REFLECTION DEPENDS ON THE AGE GROUP:

YOUNGER CHILDREN — ONE OR TWO QUESTIONS (“DID YOU ENJOY IT? WHAT STOOD OUT TO YOU?”).

MIDDLE AND OLDER CHILDREN — YOU CAN DISCUSS FEELINGS, DECISIONS, AND INSIGHTS.

IT'S IMPORTANT TO ASK OPEN-ENDED QUESTIONS:

- WHAT NEW THINGS DID YOU LEARN ABOUT YOURSELF?
- WHAT HELPED YOUR TEAM WIN?
- WHAT DID YOU FEEL DURING THIS GAME?

REFLECTION CONSOLIDATES THE RESULT, INCREASES AWARENESS, AND ALLOWS CHILDREN TO EXPERIENCE THE GAME AS PART OF THEIR PERSONAL DEVELOPMENT.

C H A P T E R

07

CONFLICT MANAGEMENT

WHEN YOUNG PEOPLE SPEND SEVERAL WEEKS TOGETHER IN THE SAME SPACE, DIFFERING OPINIONS, HABITS, AND PERSONALITIES ARE BOUND TO CLASH. AT TIMES, THIS LEADS TO CONFLICTS — FROM MINOR MISUNDERSTANDINGS TO SERIOUS DISPUTES. IT IS IMPORTANT NOT TO FEAR SUCH SITUATIONS, BUT TO UNDERSTAND THEIR NATURE AND KNOW HOW TO DEAL WITH THEM.

IN THIS CHAPTER, WE WILL EXPLORE WHICH TYPES OF CONFLICTS MOST COMMONLY ARISE IN A YOUTH GROUP, HOW A YOUTH WORKER CAN MAINTAIN AUTHORITY AND SUPPORT DISCIPLINE, AND WHY A CONFLICT CAN ACTUALLY BECOME THE STARTING POINT FOR MEANINGFUL CHANGE — BOTH FOR AN INDIVIDUAL YOUNG PERSON AND FOR THE GROUP AS A WHOLE.

CONFLICT AS A POINT OF GROWTH

A CONFLICT IS NOT AN ENEMY, BUT A SIGNAL. IT IS NOT A SUDDEN FLASH, BUT A PROCESS THAT DEVELOPS IN PREDICTABLE STAGES. RECOGNISING THESE STAGES ALLOWS THE YOUTH WORKER TO STAY IN CONTROL AND TURN CONFLICTS INTO OPPORTUNITIES FOR GROWTH.

CONFLICTS ARE A NATURAL PART OF INTERACTION IN ANY GROUP, ESPECIALLY IN A YOUTH CAMP WHERE PARTICIPANTS WITH DIFFERENT EXPERIENCES, TEMPERAMENTS, AND LEVELS OF DEVELOPMENT SHARE MANY SITUATIONS TOGETHER ON A DAILY BASIS. THE YOUTH WORKER'S ROLE IS NOT TO AVOID CONFLICTS, BUT TO UNDERSTAND THEIR NATURE, SPOT THEM EARLY, AND HANDLE THEM COMPETENTLY.

TO WORK EFFECTIVELY WITH CONFLICTS, IT IS ESSENTIAL TO UNDERSTAND THAT THEY UNFOLD STEP BY STEP. A CONFLICT DOES NOT APPEAR OUT OF NOWHERE — IT GOES THROUGH SEVERAL PHASES, EACH REQUIRING A DIFFERENT APPROACH AND RESPONSE FROM THE ADULT. ONCE FAMILIAR WITH THESE PHASES, THE YOUTH WORKER CAN NOT ONLY PREVENT AN ESCALATION BUT ALSO USE A CONFLICT AS A GROWTH POINT FOR THE GROUP.

STAGES OF CONFLICT:

1. **LATENT STAGE** — TENSION WITHOUT WORDS.
FORMAL RESPONSES, AVOIDANCE OF CONTACT, A SENSE OF DISLIKE.
2. **ESCALATION** — EMOTIONS COME TO THE SURFACE.
RAISED VOICES, GENERALISATIONS, ACCUSATIONS.
3. **PEAK** — IMPULSIVE REACTION.
THE CONFLICT CONTROLS THE PARTICIPANTS, NOT THE OTHER WAY AROUND.
4. **RESOLUTION** — TENSION EASES.
SPACE FOR DIALOGUE, COMPROMISE, OR DISTANCING.
5. **POST-CONFLICT STAGE** — THE EMOTIONAL TRACE.
IT IS IMPORTANT NOT TO AVOID DISCUSSION BUT TO REFLECT AND STRENGTHEN RELATIONSHIPS.



1. LATENT STAGE: THE CALM BEFORE THE STORM

A CONFLICT BEGINS QUIETLY. THE TENSION IS PRESENT BUT STILL HIDDEN. EVERYONE FEELS SOMETHING, BUT NO ONE SAYS IT ALOUD. THERE IS A SENSE OF DISLIKE IN THE AIR, WITH UNSPOKEN REMARKS AND MICRO-AGGRESSIONS APPEARING.

WHAT IT LOOKS LIKE:

- ON THE SURFACE, NOTHING SEEMS TO HAVE HAPPENED, BUT SOMETHING INSIDE FEELS UNEASY.
- CONVERSATIONS BECOME COLDER, MORE FORMAL.
- MUTUAL EXPECTATIONS DO NOT MATCH, BUT NO ONE VOICES THEM.

IF THESE SYMPTOMS ARE IGNORED, THE CONFLICT WILL NOT FADE — IT WILL BUILD UP UNTIL IT BURSTS INTO THE OPEN.

2. ESCALATION: SPARKS THAT CAN TURN INTO A BLAZE

THIS IS WHEN MOVEMENT BEGINS. EMOTIONS SPILL OUT. PEOPLE STOP HOLDING BACK AND BEGIN SHOWING THEIR DISSATISFACTION.

WHAT IT LOOKS LIKE:

- WORDS BECOME SHARPER, TONES MORE CUTTING.
- CATEGORICAL PHRASES APPEAR: "YOU ALWAYS...", "YOU NEVER..."
- OLD GRIEVANCES ARE BROUGHT UP, EVEN IF UNRELATED TO THE CURRENT SITUATION.
- PEOPLE STOP SIMPLY DISAGREEING — THEY DEFEND THEIR STANCE FIERCELY, EVEN IF THE ISSUE WAS NEVER A MATTER OF PRINCIPLE.

AT THIS STAGE, THE CONFLICT CAN STILL BE STEERED IN A CONSTRUCTIVE DIRECTION, BUT THE FURTHER IT GOES, THE HARDER IT BECOMES. WITHOUT INTERVENTION, AN EXPLOSION IS LIKELY.



3. PEAK OF CONFLICT: THE POINT OF NO RETURN.

THIS IS THE MOMENT WHEN THE CONFLICT BECOMES VIVID, HEATED, AND MERCILESS. ALL FILTERS DROP. PEOPLE STOP THINKING ABOUT CONSEQUENCES AND ACT ON IMPULSE.

WHAT IT LOOKS LIKE:

- VOICES RISE, GESTURES BECOME ABRUPT, THE ATMOSPHERE IS CHARGED WITH AGGRESSION.
- PERSONAL DIGS, ACCUSATIONS, AND HARSH ARGUMENTS ARE EXCHANGED.
- PARTICIPANTS NO LONGER HEAR ONE ANOTHER — THEY SIMPLY WAIT FOR THEIR TURN TO SPEAK.
- THE MAIN AIM IS TO WIN, NOT TO AGREE.

AT THIS POINT, THE CONFLICT TAKES ON A LIFE OF ITS OWN. WORDS AND ACTIONS HERE MAY HAVE LONG-TERM CONSEQUENCES. THIS IS WHEN THE PARTIES EITHER REACH MAXIMUM TENSION AND BREAK OFF CONTACT, OR BEGIN MOVING TOWARDS RESOLUTION.

4. RESOLUTION: LETTING OFF STEAM.

AFTER THE PEAK COMES A DECLINE. IT IS LIKE AFTER A THUNDERSTORM: THE AIR IS STILL CHARGED, BUT THE RAIN IS ENDING.

WHAT IT LOOKS LIKE:

- PARTICIPANTS CALM DOWN OR STEP AWAY FROM ONE ANOTHER.
- FATIGUE SOMETIMES SETS IN — THE CONFLICT HAS DRAINED A LOT OF ENERGY.
- AS EMOTIONS SUBSIDE, THERE IS ROOM TO THINK THE SITUATION OVER.
- SOME SEEK RECONCILIATION, OTHERS COMPROMISE, OTHERS STILL CHOOSE DISTANCE.

THIS STAGE IS CRUCIAL: HERE IT IS DECIDED WHETHER RELATIONSHIPS WILL BE REPAIRED, WHAT LESSONS WILL BE LEARNED, AND WHETHER THE PARTIES ARE READY TO MOVE ON.

5. POST-CONFLICT STAGE: THE LINGERING MARK.

THE CONFLICT HAS ENDED. IT MAY SEEM LIKE EVERYTHING IS IN THE PAST, BUT IN FACT, IT IS NOT OVER. EVERY CONFLICT LEAVES AN IMPRINT.

WHAT IT LOOKS LIKE:

- PARTICIPANTS EITHER RESUME COMMUNICATION OR REMAIN DISTANT.
- THERE MAY BE FEELINGS OF GUILT OR REGRET OVER WHAT WAS SAID.
- SOMETIMES TENSION LINGERS — IT SEEMS RESOLVED, BUT TRUST IS WEAKENED.
- SIMILAR SITUATIONS IN FUTURE CAN TRIGGER THE SAME CONFLICT IF IT WAS NOT PROCESSED.

A CONFLICT CAN BE A POINT OF GROWTH IF THE RIGHT LESSONS ARE DRAWN, OR IT CAN LEAVE AN EMOTIONAL TRACE THAT WILL RESURFACE LATER.

**ACADEMY FOR
SOCIOEDUCATIONAL ANIMATORS**

A CONFLICT IS NOT A SUDDEN OUTBURST OF EMOTIONS, BUT A PROCESS THAT FOLLOWS A PREDICTABLE PATTERN.

AT EACH STAGE, THERE IS A CHOICE: ESCALATE THE SITUATION OR KEEP IT MANAGEABLE.

UNDERSTANDING THIS DYNAMIC IS THE FIRST STEP TOWARDS HANDLING CONFLICTS CONSCIOUSLY.



MANAGING EMOTIONS

CONFLICTS ARE TRIGGERED NOT BY LOGIC BUT BY EMOTIONS. WE SENSE A THREAT — AND AUTOMATIC REACTIONS KICK IN: FIGHT, FLIGHT, OR FREEZE. THIS IS A NORMAL BIOLOGICAL RESPONSE, BUT IT CAN BE RECOGNISED AND CONTROLLED.

WHEN FACED WITH AGGRESSION (REAL OR IMAGINED), OUR BRAIN INSTINCTIVELY SWITCHES ON DEEPLY INGRAINED SURVIVAL PROGRAMMES:

1. AGGRESSION (“FIGHT”) — “OH REALLY? WELL THEN, HERE IS WHAT I THINK OF YOU!”
2. AVOIDANCE (“FLIGHT”) — “I DON’T WANT TO TALK TO YOU!”
3. WITHDRAWAL (“FREEZE”) — “I’LL JUST KEEP QUIET, BUT STICK TO MY WAYS”.

WHY DO STRONG EMOTIONS NARROW PERCEPTION?

WHEN EMOTIONS TAKE OVER, THE BRAIN LITERALLY SWITCHES OFF SOME OF THE FUNCTIONS RESPONSIBLE FOR RATIONAL THINKING AND ANALYSIS, TREATING THE CONFLICT AS A LIFE THREAT AND FOCUSING ON SURVIVAL.

- WE ONLY SEE OURSELVES BE RIGHT.
- ANY ARGUMENT FROM THE OTHER SIDE FEELS LIKE A THREAT.
- WE CANNOT CONSIDER ALTERNATIVE VIEWPOINTS.
- INSTEAD OF HEARING THE WORDS, WE ASSIGN NEGATIVE INTENT TO THE SPEAKER.

EMOTIONS ARE AKIN TO A WAVE: THEY CANNOT BE IGNORED, BUT THEY CAN BE MANAGED IF SPOTTED EARLY.

FACTS AND INTERPRETATIONS

WE DO NOT SEE REALITY OBJECTIVELY — WE INTERPRET IT. AND OFTEN, WE CONFUSE OUR GUESSES WITH FACTS.

- FACT: A YOUNG PERSON WALKED PAST WITHOUT SAYING HELLO.
- INTERPRETATION: THEY ARE IGNORING ME, SULKING, OR BEING DISRESPECTFUL.

WHY WE MAKE ASSUMPTIONS ABOUT OTHERS:

1. PERSONAL EXPERIENCE — IF WE WERE DELIBERATELY IGNORED IN THE PAST, WE WILL SPOT IT EVEN WHERE IT DOES NOT EXIST.

2. THE SPOTLIGHT EFFECT — WE ASSUME OTHERS’ ACTIONS ARE A DIRECT REACTION TO US. IN REALITY, IN 90% OF CASES, PEOPLE THINK ABOUT US FAR LESS THAN WE IMAGINE.

3. *THE BRAIN WORKS IN PATTERNS – THE BRAIN STRUGGLES WITH A LACK OF INFORMATION AND FILLS IN THE GAPS USING FAMILIAR PATTERNS: THE MORE OFTEN WE INTERPRET THE WORLD IN A CERTAIN WAY, THE QUICKER THE BRAIN WILL AUTOMATICALLY INSERT THAT SAME PATTERN INTO NEW SITUATIONS.*

- A MESSAGE WAS LEFT ON READ? MUST BE DISRESPECT.
- A COLLEAGUE DID THEIR PART OF THE WORK IN SILENCE? MUST BE ANGER.
- A YOUNG PERSON WALKED OUT WITHOUT SAYING ANYTHING? MUST BE UPSET.

INTERPRETATIONS ARE NOT FACTS. THEY ARE OUR ASSUMPTIONS, WHICH BECOME REALITY ONLY IN OUR OWN MINDS. IF WE START NOTICING THE MOMENT WHEN WE FILL IN THE GAPS FOR OTHERS AND STOP THIS PROCESS, WE WILL BECOME LESS IRRITATED, HAVE FEWER CONFLICTS, AND UNDERSTAND EACH OTHER FAR BETTER.

EXERCISE “FLY ON THE WINDOW”

LOOK AT THE CONFLICT FROM THE OUTSIDE, SEPARATING FACTS FROM EMOTIONS AND INTERPRETATIONS. DESCRIBE THE SITUATION WITHOUT JUDGEMENT, SIMPLY LISTING THE FACTS AS IF OBSERVED BY A FLY SITTING ON THE OTHER SIDE OF THE WINDOW: WHO SAID WHAT, WHO DID WHAT, AND HOW THEY APPEARED. COMPARING THIS WITH YOUR INITIAL EMOTIONAL REACTION WILL HELP YOU REALISE WHICH CONCLUSIONS WERE MERE ASSUMPTIONS – REDUCING TENSION AND HELPING YOU BETTER UNDERSTAND THE REAL ESSENCE OF THE CONFLICT.

STEP 1. RECALL A RECENT CONFLICT:

- WHO WAS INVOLVED?
- WHAT EXACTLY HAPPENED?

STEP 2. DESCRIBE THE SITUATION IN TWO VERSIONS:

1. *HOW YOU PERCEIVED THE EVENTS IN THE MOMENT:*
 - WHAT DID YOU FEEL, THINK, AND BELIEVE?
 - WHAT CONCLUSIONS DID YOU DRAW?
2. *HOW THE FLY ON THE WINDOW WOULD DESCRIBE IT:*
 - IMAGINE YOURSELF AS A FLY BEHIND THE GLASS, OBSERVING THE EVENTS IN THE ROOM.
 - DESCRIBE THE FACTS FROM ITS POINT OF VIEW – WITHOUT EMOTIONS, CONCLUSIONS, OR ANALYSIS.
 - WHAT WAS SAID WORD FOR WORD? WHAT ACTIONS TOOK PLACE? WHAT WERE THE FACIAL EXPRESSIONS, TONE OF VOICE, AND BODY LANGUAGE?

STEP 3. ANALYSIS:

- HOW DID YOUR PERCEPTION CHANGE ONCE YOU REMOVED THE EMOTIONS?
- WHAT HAPPENED WHEN YOU STOPPED MAKING ASSUMPTIONS ABOUT THE OTHER PERSON?
- HOW MUCH DID YOUR INITIAL INTERPRETATION CHANGE?



CONSTRUCTIVE DIALOGUE

ALGORITHM FOR CONSTRUCTIVE DIALOGUE

STEP 1. START WITH YOURSELF: WHAT DO YOU REALLY WANT?

BEFORE ENGAGING IN A DIFFICULT CONVERSATION, PAUSE AND ASK YOURSELF:

- WHAT DO I REALLY WANT?
- WHAT OUTCOME SHOULD THIS CONVERSATION LEAD TO?
- DO I WANT TO SOLVE THE PROBLEM OR PROVE THAT I AM RIGHT?

IT IS IMPORTANT TO REALISE THAT BENEATH THE SURFACE ANSWER, SUCH AS "I WANT TO EXPLAIN WHY THEY ARE WRONG," THERE IS USUALLY SOMETHING DEEPER. OFTEN, IT IS THE DESIRE TO BE HEARD, TO SEE FAIRNESS, OR TO PRESERVE THE RELATIONSHIP.

STEP 2. CREATE A SAFE SPACE: SPEAK ABOUT YOURSELF, NOT THE OTHER PERSON

WANT TO MAKE A CONVERSATION SPIRAL OUT OF CONTROL RIGHT AWAY? EASY! JUST START WITH "YOU":

"YOU DON'T RESPECT ME AT ALL!"

"YOU ALWAYS MAKE ALL THE DECISIONS YOURSELF!"

"YOU DON'T UNDERSTAND HOW IMPORTANT THIS IS!"

BUT IF YOU REPLACE "YOU" WITH "I", THE TONE CHANGES:

"IT'S IMPORTANT TO ME THAT WE MAKE DECISIONS TOGETHER."

"I FEEL THAT MY IDEAS AREN'T BEING TAKEN INTO ACCOUNT."

"I THINK WE COULD REACH AN AGREEMENT IF WE DISCUSSED IT IN ADVANCE."

STEP 3. FIND COMMON GROUND

ONE OF THE BIGGEST MISTAKES IN AN ARGUMENT IS FIXATING ON DIFFERENCES. WE TEND TO THINK WE ARE TALKING TO SOMEONE WHO "DOESN'T UNDERSTAND", "DISAGREES", OR "IS AGAINST US". BUT IF YOU LOOK DEEPER, YOU CAN ALMOST ALWAYS FIND SOMETHING YOU ALREADY AGREE ON, BY ASKING:

"WHAT IS IMPORTANT TO BOTH OF US?"

PHRASES THAT WORK:

"WE BOTH WANT THINGS TO BE FAIR."

"I THINK WE'RE JUST TAKING DIFFERENT PATHS TO THE SAME GOAL."

"LET'S SEE WHAT WE ALREADY AGREE ON."

STEP 4. SUGGEST A JOINT SOLUTION

WHEN YOU UNDERSTAND WHAT EACH OF YOU WANTS AND HAVE FOUND COMMON GROUND, THE CONFLICT STOPS BEING A BATTLE AND BECOMES A DISCUSSION WHERE A SOLUTION CAN BE FOUND.

NOTE: A CONSTRUCTIVE SOLUTION IS NOT A COMPROMISE WHERE BOTH SIDES GIVE SOMETHING UP. IT IS A THIRD, CREATIVE WAY THAT CONSIDERS BOTH PARTIES' INTERESTS.

EXAMPLES OF PHRASES:

- "WHAT CAN WE DO TO TAKE BOTH OUR INTERESTS INTO ACCOUNT?"
- "WHAT OPTION WOULD WORK FOR BOTH OF US?"
- "LET'S TRY THIS: ..."

ALLOW OTHERS TO BE THEMSELVES

EVERY PERSON HAS THE RIGHT TO LIVE AS THEY SEE IT, EVEN IF IT DOESN'T MATCH OUR OWN VIEW. WHEN WE STOP TRYING TO CONVINCE, PRESSURE, OR "FIX" PEOPLE, RELATIONSHIPS BECOME STRONGER. PEOPLE WILL COME TO US FOR ADVICE ON THEIR OWN, KNOWING THEY WILL BE UNDERSTOOD, NOT CHANGED.

GIVING ADVICE IS AN INTRUSION – LIKE ENTERING SOMEONE'S ROOM WITHOUT KNOCKING.

WHEN WE GIVE ADVICE, WE MAY BE PERCEIVED AS:

1. **A TEACHER** – "DO YOU THINK YOU KNOW BETTER THAN ME?"
2. **A CRITIC** – "ARE YOU SAYING I'M DOING IT WRONG?"
3. **A CONTROLLER** – "YOU DON'T TRUST ME TO FIGURE IT OUT MYSELF?"

WHAT TO DO INSTEAD:

1. ASK PERMISSION:

- "WOULD YOU LIKE TO HEAR MY OPINION?"
- "MAY I SHARE WHAT HELPED ME?"

2. REFRAME ADVICE AS PERSONAL EXPERIENCE:

- INSTEAD OF "YOU SHOULD DO IT DIFFERENTLY" – "I ONCE FACED A SIMILAR SITUATION, AND HERE'S WHAT HELPED ME."

3. JUST LISTEN:

- SOMETIMES A PERSON DOESN'T NEED ADVICE, ONLY TO BE HEARD.

CONFLICT IS AN OPPORTUNITY TO SEE THE LIMITS OF OUR THINKING, RECONSIDER THEM, AND REACH A NEW LEVEL OF AWARENESS.



CLASSIFICATION OF CONFLICTS AND DISCIPLINE IN THE GROUP

WHY ARE CONFLICTS INEVITABLE IN A CAMP?

A CHILDREN'S CAMP IS A TEMPORARY COMMUNITY WHERE:

- YOUNG PEOPLE ARE IN UNFAMILIAR SURROUNDINGS WITHOUT THEIR USUAL PARENTAL SUPPORT,
- THEY MUST QUICKLY ADAPT TO NEW RULES AND SCHEDULES,
- THEY INTERACT WITH DIFFERENT PEERS WHOSE PERSONALITIES MAY NOT ALWAYS MATCH THEIR OWN,
- THERE IS A STRICT STRUCTURE – DAILY ROUTINES, SET RULES, AND RESTRICTIONS.

ALL THESE FACTORS CREATE FERTILE GROUND FOR CONFLICTS, WHICH YOUTH WORKERS MUST BE ABLE TO IDENTIFY AND MANAGE EFFECTIVELY.

TYPES OF CONFLICTS IN A TEMPORARY YOUTH COMMUNITY (TYC)

CONFLICTS IN A CHILDREN'S CAMP CAN ARISE FOR A VARIETY OF REASONS AND BETWEEN DIFFERENT PARTICIPANTS IN CAMP LIFE. LET'S EXAMINE THEM IN MORE DETAIL:

CLASSIFICATION BY PARTICIPANTS

1. CONFLICTS "ADULT – ADULT" – CONFLICTS BETWEEN ADULTS IN THE CAMP CAN INFLUENCE THE OVERALL ATMOSPHERE AND MAY EVEN BE PASSED ON TO THE YOUNG PEOPLE.

TYPES OF CONFLICTS IN THIS GROUP:

- *YOUTH WORKER – MANAGEMENT:*
 - DISSATISFACTION FROM MANAGEMENT WITH THE YOUTH WORKER'S ACTIONS,
 - DISAGREEMENTS OVER EVENT ORGANISATION,
 - MISMATCHED EXPECTATIONS BETWEEN LEADERSHIP AND STAFF,
 - BREACH OF JOB RESPONSIBILITIES.
- *YOUTH WORKER – YOUTH WORKER:*
 - COMPETITION FOR LEADERSHIP AMONG YOUTH WORKERS,
 - DIFFERENCES IN APPROACHES TO WORKING WITH YOUNG PEOPLE,
 - LACK OF TEAM COHESION,
 - PERSONAL DISPUTES.
- *YOUTH WORKER – PARENT:*
 - COMPLAINTS FROM PARENTS ABOUT THE ORGANISATION OF THEIR CHILD'S CAMP EXPERIENCE,
 - DISSATISFACTION WITH DISCIPLINARY METHODS,
 - PARENTS MISUNDERSTANDING CAMP RULES,
 - PARENTS BELIEVING THEIR CHILD IS BEING MISTREATED OR UNDERVALUED.

! IMPORTANT:

CONFLICTS BETWEEN ADULTS MUST BE RESOLVED OUT OF SIGHT OF THE PARTICIPANTS, AS THEY CAN UNDERMINE THE YOUTH WORKER'S AUTHORITY AND CAUSE ADDITIONAL COMPLICATIONS.

CLASSIFICATION OF CONFLICTS IN A TEMPORARY YOUTH COMMUNITY (TYC)

2. CONFLICTS “ADULT – PARTICIPANT” – THESE CONFLICTS HAVE A DIRECT IMPACT ON CHILDREN’S BEHAVIOUR AND THEIR OVERALL ATTITUDE TOWARDS THE CAMP.

TYPES OF CONFLICTS IN THIS GROUP:

- *YOUTH WORKER – PARTICIPANT*
 - DISOBEDIENCE, REFUSAL TO FOLLOW THE DAILY ROUTINE
 - THE CHILD FEELS THEY ARE BEING TREATED UNFAIRLY
 - DISPUTES OVER COMMENTS, DISCIPLINARY MEASURES, OR DISTRIBUTION OF DUTIES
- *ADMINISTRATION – PARTICIPANT*
 - VIOLATION OF CAMP RULES BY THE CHILD
 - DISCIPLINARY ACTIONS THAT CAUSE DISSATISFACTION
- *SUPPORT STAFF – PARTICIPANT*
 - DISAGREEMENTS CAUSED BY FAILURE TO FOLLOW RULES (E.G., LITTERING, MAKING EXCESSIVE NOISE)
 - MISUNDERSTANDING THE STAFF’S RESPONSIBILITIES (THE CHILD DEMANDS MORE ATTENTION THAN CAN BE PROVIDED)

! IMPORTANT:

YOUTH WORKERS MUST UNDERSTAND CHILDREN’S AGE-SPECIFIC CHARACTERISTICS TO PREVENT DESTRUCTIVE CONFLICTS.

3. CONFLICTS “PARTICIPANT – PARTICIPANT” – THE MOST COMMON TYPE OF CONFLICT IN CAMPS, AS CHILDREN INTERACT WITH EACH OTHER CONSTANTLY.

TYPES OF CONFLICTS IN THIS GROUP:

- *INTERPERSONAL CONFLICTS (PARTICIPANT – PARTICIPANT)*
 - DISPUTES OVER A TOY, PERSONAL ITEM, OR SPACE IN THE ROOM
 - OFFENCE CAUSED BY WORDS OR ACTIONS
 - JEALOUSY OR RIVALRY
- *GROUP CONFLICTS (PARTICIPANT – GROUP, GROUP – GROUP)*
 - ONE CHILD IS EXCLUDED FROM THE GROUP
 - COMPETITION FOR LEADERSHIP BETWEEN GROUPS
 - CONFRONTATION BETWEEN TEAMS OR UNITS

! IMPORTANT:

THESE CONFLICTS SHOULD BE MONITORED CLOSELY, AS THEY CAN ESCALATE INTO BULLYING.



TYPOLGY OF CONFLICTS BY CAUSE:

1. CONFLICTS BASED ON PERSONALITY DIFFERENCES

- DIFFERENT TEMPERAMENTS (QUIET CHILDREN VERSUS ACTIVE ONES);
- INCOMPATIBLE INTERESTS;
- SOCIAL INEQUALITY (DIFFERENT FINANCIAL BACKGROUNDS).

EXAMPLE:

A SHY BOY PREFERS NOT TO JOIN GROUP ACTIVITIES, AND OTHER CHILDREN TEASE HIM FOR IT.

2. CONFLICTS OVER EVERYDAY MATTERS

- DIVISION OF PERSONAL SPACE (WHO SLEEPS WHERE, HOW BELONGINGS ARE KEPT);
- TURN-TAKING FOR THE TOILET OR SHOWER;
- SHARING CLEANING DUTIES IN THE ROOM.

EXAMPLE:

ONE CHILD CONSTANTLY LEAVES BELONGINGS SCATTERED AROUND, AND ANOTHER DISLIKES IT.

3. CONFLICTS OVER LEADERSHIP

- WHO WILL BE THE LEADER OF THE GROUP?;
- WHO IS THE BEST AT SPORT, SINGING, OR GAMES?.

EXAMPLE:

TWO STRONG TEENAGERS CANNOT AGREE ON WHO WILL BE CAPTAIN IN A TEAM GAME.

4. CONFLICTS BASED ON EMOTIONAL AND PSYCHOLOGICAL FACTORS

- FATIGUE, STRESS FROM NEW SURROUNDINGS;
- HORMONAL CHANGES IN TEENAGERS;
- FAMILY ISSUES BROUGHT INTO CAMP LIFE.

EXAMPLE:

A GIRL UPSET AFTER AN ARGUMENT WITH HER PARENTS LASHES OUT AT HER FRIENDS.

CLASSIFICATION OF CONFLICTS BY DEVELOPMENT DYNAMICS

1. CONSTRUCTIVE CONFLICTS

WHEN RESOLVED IN A WAY THAT BENEFITS BOTH SIDES, A CONFLICT BECOMES A VALUABLE LEARNING EXPERIENCE.

EXAMPLE:

TWO CHILDREN QUARREL OVER A BOOK, BUT AFTER DISCUSSION DECIDE TO TAKE TURNS READING IT.

2. DESTRUCTIVE CONFLICTS

THESE DAMAGE RELATIONSHIPS, CREATING RESENTMENT AND HOSTILITY.

EXAMPLE:

ONE CHILD CONSTANTLY MOCKS ANOTHER, BRINGING THEM TO TEARS.

TYOLOGY OF CONFLICTS BY INTENSITY

1. MINOR (DOMESTIC) CONFLICTS

EASILY RESOLVED IF THE ISSUE IS ADDRESSED PROMPTLY.

EXAMPLE:

A CHILD FORGETS TO RETURN ANOTHER'S PENCIL—THERE'S IRRITATION, BUT NO LASTING CONSEQUENCES.

2. MODERATE (BEHAVIOURAL) CONFLICTS

REQUIRE ADULT INTERVENTION, THOUGH THEY POSE NO SERIOUS THREAT.

EXAMPLE:

TWO BOYS CONSTANTLY ARGUE OVER WHO SHOULD BE FIRST IN THE LUNCH QUEUE.

3. SERIOUS (CRISIS) CONFLICTS

MAY ESCALATE INTO FIGHTS, BULLYING, OR SEVERE PSYCHOLOGICAL PRESSURE.

EXAMPLE:

A GROUP OF CHILDREN BEGINS IGNORING ONE CHILD, LEAVING THEM IN TEARS DAILY.

! IMPORTANT:

SUCH CASES REQUIRE THE INVOLVEMENT OF THE CAMP ADMINISTRATION AND, WHERE NEEDED, PSYCHOLOGISTS.

CONCLUSIONS

- CONFLICTS IN CAMP ARE INEVITABLE, BUT THEY CAN BE ANTICIPATED AND HANDLED SKILFULLY.
- A YOUTH WORKER MUST BE ABLE TO RECOGNISE CONFLICT LEVELS TO PREVENT MINOR DISAGREEMENTS FROM GROWING INTO MAJOR ISSUES.
- THE AIM SHOULD ALWAYS BE TO TURN CONFLICT INTO A LEARNING EXPERIENCE FOR CHILDREN.

✦ DISCUSSION QUESTION:

WHICH TYPE OF CONFLICT DO YOU THINK IS THE MOST CHALLENGING FOR A YOUTH WORKER TO HANDLE, AND WHY?



DISCIPLINE AND THE YOUTH WORKER'S AUTHORITY

ONE OF THE KEY CHALLENGES FOR EVERY YOUTH WORKER IS MAINTAINING DISCIPLINE IN THE GROUP WHILE PRESERVING THE CHILDREN'S RESPECT.

WHAT IS DISCIPLINE IN A CAMP SETTING?

DISCIPLINE IS NOT SIMPLY ABOUT BANS AND PUNISHMENTS, BUT ABOUT CREATING CONDITIONS IN WHICH CHILDREN WANT TO FOLLOW AGREED NORMS.

DISCIPLINE IN CAMP INCLUDES:

- FOLLOWING THE DAILY ROUTINE (WAKE-UP, BREAKFAST, MORNING EXERCISE, ACTIVITIES, CURFEW);
- SHOWING RESPECT TO YOUTH WORKERS, STAFF, AND FELLOW CAMPERS;
- TAKING RESPONSIBILITY FOR ONE'S ACTIONS;
- FOLLOWING SAFETY RULES.

THE AIM OF DISCIPLINE IS NOT CONTROL FOR CONTROL'S SAKE, BUT TO ORGANISE A SAFE AND COMFORTABLE ENVIRONMENT FOR EVERYONE.

WHY IS DISCIPLINE ESPECIALLY IMPORTANT IN CAMP?

MAIN REASONS:

- *SAFETY*: WITHOUT DISCIPLINE, THE RISK OF INJURY OR ACCIDENTS INCREASES.
- *ORGANISATION*: A COORDINATED GROUP IS EASIER TO INVOLVE IN ACTIVITIES THAN A CHAOTIC ONE.
- *FEWER CONFLICTS*: CLEAR RULES REDUCE THE NUMBER OF DISPUTES.
- *DEVELOPMENT OF SELF-ORGANISATION*: CHILDREN LEARN SELF-CONTROL AND HOW TO FUNCTION IN A GROUP.

AUTHORITY IN A YOUTH WORKER IS BUILT ON RESPECT, NOT FEAR.

KEY PERSONAL QUALITIES OF A SUCCESSFUL YOUTH WORKER:

1. CONSISTENCY IN BEHAVIOUR

- IF YOU SAY A GAME STARTS AT 4 P.M., THEN MUST IT START AT 4 P.M.
- IF YOU WARN THAT BREAKING A RULE WILL HAVE CONSEQUENCES, YOU MUST FOLLOW THROUGH.

EXAMPLE:

IF YOU SAY THAT DISTURBING THE PEACE AT NIGHT MEANS CHILDREN CANNOT JOIN THE NIGHT QUEST, BUT THEN LET THEM PARTICIPATE ANYWAY—YOU LOSE AUTHORITY.

2. RESPECT FOR CHILDREN

- DO NOT SHOUT AT CHILDREN — IT WILL NOT EARN YOU MORE RESPECT.
- COMMUNICATE ON EQUAL TERMS, BUT AVOID BECOMING OVERLY “MATEY” — YOU ARE A LEADER, NOT JUST A PAL.

EXAMPLE:

“CHILDREN VALUE THOSE WHO LISTEN TO THEM. IF A CHILD IS UPSET — HEAR THEM OUT RATHER THAN BRUSHING THEM OFF.”

3. CHARISMA AND ENGAGEMENT

- IF THE YOUTH WORKER IS GENUINELY ENTHUSIASTIC, THE CHILDREN WILL FOLLOW THEIR LEAD.
- A BORED YOUTH WORKER WILL QUICKLY LOSE THE GROUP’S ATTENTION.

EXAMPLE:

“IF YOU RUN A COMPETITION WITH A BORED EXPRESSION, THE CHILDREN WON’T JOIN IN WITH ENTHUSIASM EITHER.”

4. CLEAR GROUP RULES

- IF RULES ARE CLEARLY STATED, THEY ARE EASIER TO FOLLOW.
- AGREE ON RULES TOGETHER WITH THE CHILDREN — THEY WILL BE MORE WILLING TO KEEP THEM.

EXAMPLE:

“INSTEAD OF SAYING ‘DON’T MAKE NOISE AFTER LIGHTS OUT’, SAY ‘AFTER 10 P.M., SPEAK IN WHISPERS’.”



5. HONESTY

- IF YOU MAKE A MISTAKE — ADMIT IT.
- IF THE CHILD IS RIGHT — DO NOT BE AFRAID TO ACKNOWLEDGE IT.

EXAMPLE:

"A YOUTH WORKER WAS LATE FOR ROLL CALL BUT PRETENDED NOTHING HAD HAPPENED. THE CHILDREN NOTICED, AND NEXT TIME THEY BEGAN TURNING UP LATE THEMSELVES."

6. BALANCE BETWEEN FIRMNESS AND FRIENDLINESS

- DO NOT BE A TYRANT — CHILDREN SHOULD FEEL COMFORTABLE.
- DO NOT BE TOO SOFT — CHILDREN SHOULD UNDERSTAND BOUNDARIES.

EXAMPLE SCENARIO:

DURING "QUIET TIME", THE YOUTH WORKER NOTICES ONE CHILD STILL TALKING TO A NEIGHBOUR, DISTURBING THE REST.

✗ MISTAKE No. 1: EXCESSIVE STRICTNESS

THE YOUTH WORKER IMMEDIATELY MAKES A SHARP REMARK AND FORBIDS THE CHILD FROM JOINING THE EVENING ACTIVITY. THIS CAUSES RESENTMENT AND A SENSE OF UNFAIRNESS.

✗ MISTAKE No. 2: EXCESSIVE LENIENCY

THE YOUTH WORKER PRETENDS NOT TO NOTICE, SO AS NOT TO UPSET THE CHILD. AS A RESULT, OTHER CHILDREN START MAKING NOISE, AND "NAP TIME" TURNS INTO CHAOS.

✓ RIGHT BALANCE:

THE YOUTH WORKER CALMLY APPROACHES THE CHILD AND SAYS:

"I CAN SEE YOU WANT TO TALK, BUT RIGHT NOW IT'S 'QUIET TIME' AND THE OTHER CHILDREN WANT TO REST. LET'S AGREE — IF YOU STAY QUIET NOW, WE CAN CHAT AFTERWARDS. BUT IF YOU CARRY ON TALKING, I'LL HAVE TO LIMIT YOUR PARTICIPATION IN THE EVENING GAME BECAUSE YOU'RE DISTURBING THE OTHERS."

WHY IT WORKS:

- THE CHILD GETS THE CHANCE TO CORRECT THEIR BEHAVIOUR WITHOUT PRESSURE.
- THE YOUTH WORKER REMAINS CONSISTENT WITHOUT TURNING DISCIPLINE INTO PUNISHMENT.
- THE OTHER CHILDREN SEE THAT RULES APPLY EQUALLY TO EVERYONE.

COMMON MISTAKES MADE BY YOUTH WORKERS:

EXCESSIVE STRICTNESS

- CONSTANT PROHIBITIONS CAUSE REBELLION.
- FEAR ≠ RESPECT.

OVERINDULGENCE

- CHILDREN STOP TAKING THE YOUTH WORKER SERIOUSLY.
- DISCIPLINE BREAKS DOWN.

OVER-FRIENDLINESS WITH CHILDREN

- CHILDREN BEGIN TO MANIPULATE.
- THE LEADER'S AUTHORITY DISAPPEARS.

MISMATCH BETWEEN WORDS AND ACTIONS

- THE YOUTH WORKER DEMANDS DISCIPLINE BUT BREAKS RULES THEMSELVES.

IGNORING CHILDREN'S OPINIONS

- AUTHORITY DROPS WHEN CHILDREN DO NOT FEEL RESPECTED.

PRACTICAL METHODS FOR MAINTAINING DISCIPLINE

METHOD 1: "GROUP RULES"

- ON THE FIRST DAY OF THE SESSION, DISCUSS AND WRITE THEM DOWN TOGETHER WITH THE CHILDREN.
- LET EACH CHILD CONTRIBUTE ONE RULE.
- IF A RULE IS BROKEN, REMIND THEM THAT THEY CREATED IT THEMSELVES.

EXAMPLE:

"THE CHILDREN THEMSELVES DECIDED THAT AFTER 10:00 P.M. THERE SHOULD BE SILENCE IN THE DORM. THAT MEANS IT'S NOW THEIR RESPONSIBILITY."

METHOD 2: "CONSEQUENCES FOR BREAKING RULES"

- CHILDREN SHOULD UNDERSTAND THAT THERE ARE CONSEQUENCES FOR BREAKING RULES.
- THE CONSEQUENCES SHOULD BE LOGICAL AND FAIR.

EXAMPLE:

"IF YOU WERE LATE FOR BREAKFAST, YOU MISSED IT — THAT'S LOGICAL, NOT JUST A PUNISHMENT."

METHOD 3: "POSITIVE REINFORCEMENT"

- PRAISE GOOD BEHAVIOUR.
- ENCOURAGE INITIATIVE.

EXAMPLE:

"THE GROUP THAT GATHERS FIRST FOR LUNCH GETS THE BONUS OF CHOOSING THE NEXT GAME."

METHOD 4: "TALKING WITH CHILDREN"

- TALK, EXPLAIN, AND LISTEN.
- CHILDREN RESPECT THOSE WHO LISTEN TO THEM.

EXAMPLE:

"IF A CHILD BREAKS A RULE, ASK THEM — WHY? PERHAPS THEY HAD A GOOD REASON."

SHOULD YOU PREVENT A CONFLICT WITHIN THE GROUP?

WHEN YOU SHOULD PREVENT A CONFLICT:

- IF IT THREATENS A CHILD'S SAFETY;
- IF THE CONFLICT LEADS TO BULLYING OR HARASSMENT;
- IF THE CHILDREN ARE UNABLE TO REACH A SOLUTION ON THEIR OWN.

WHEN YOU SHOULD NOT INTERFERE:

- IF THE CHILDREN ARE LEARNING TO NEGOTIATE;
- IF THE CONFLICT CONTRIBUTES TO PERSONAL GROWTH;
- IF BOTH SIDES ARE READY TO FIND A COMPROMISE.

THE MAIN TASK OF THE YOUTH WORKER IS NOT SIMPLY TO "PUT OUT THE FIRE", BUT TO HELP THE CHILDREN UNDERSTAND THE SITUATION AND TAKE AWAY A VALUABLE LESSON.



ACADEMY FOR SOCIOEDUCATIONAL ANIMATORS 2024-2025



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ABOUT THE AUTHORS OF THE HANDBOOK AND COURSE



OKSANA CINQUETTI — SOCIAL EDUCATOR, DIRECTOR OF MASS EVENTS, AND SPECIALIST IN YOUTH POLICY. HER KEY EXPERTISE LIES IN DEVELOPING NON-FORMAL EDUCATIONAL PROGRAMMES, PROJECT-BASED LEARNING, GAMIFICATION METHODS, AND CURATING INITIATIVES THAT BRING TOGETHER YOUNG PEOPLE FROM ACROSS EUROPE.

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SINCE 2019, THEY HAVE BEEN IMPLEMENTING YOUTH PROJECTS IN ITALY AND ARE CO-FOUNDERS OF “FORUM” APS ETS.

OKSANA CINQUETTI AND ANASTASSIA LAVRIKOVA ARE THE AUTHORS AND TRAINERS OF THE ACADEMY FOR SOCIOEDUCATIONAL ANIMATORS (SEA), AS WELL AS PROGRAMMES FOR PREPARING YOUTH WORKERS AND YOUNG LEADERS IN THE FIELD OF NON-FORMAL EDUCATION.

THEY ARE RECOGNISED EXPERTS AND MENTORS IN EFFECTIVE COMMUNICATION, COMBINING EXTENSIVE PRACTICE IN NLP, COACHING, GAMIFICATION, AND YOUTH WORK.

THEIR APPROACH IS PARTICULARLY VALUED FOR ITS FOCUS ON INTEGRATING YOUNG PEOPLE WITH A MIGRATION BACKGROUND AND CREATING AN EDUCATIONAL ENVIRONMENT IN WHICH EMERGING PROFESSIONALS DEVELOP SUSTAINABLE AND CONSCIOUS COMPETENCES. SEA’S EDUCATIONAL PROGRAMMES REFLECT THE VALUES OF HUMANISM, CULTURAL EXCHANGE, COOPERATION, AND PERSONAL GROWTH.

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